

LADO **English** **SERIES**

A complete course in English as a second language

BOOK 3
ROBERT LADO



BOOK

3

LADO

ENGLISH

SERIES

by

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PREFACE

This is the third of six volumes in a new type of textbook series for students of English as a second language. For many years I had hoped to apply to just such a series my teaching experience, my linguistic and psychological training, and my insights into how to make the work of both teacher and student more productive and rewarding. But the demands of a busy life — first developing the English Language Institute at the University of Michigan with Dr. C. C. Fries, and then organizing the School of Languages and Linguistics at Georgetown University — delayed until now the realization of this project.

It was while I was in Spain on a Fulbright grant organizing a new program to train teachers of English in that beautiful country that my friend, Julio Andujar of Simon & Schuster, suggested that the time had come to write the LADO ENGLISH SERIES.

After much work and many revisions, here is Book 3. It is intentionally designed to be both clear — unlike the complicated texts of my own high school days — and lively. But it is more than that; for it embraces many features that are new and unique, combined with the best of the traditional in a fully-integrated sequence of dialogues, pattern practices, study frames, exercises, dialogue variations, readings, thought pictures, pronunciation practices, and copy sections, devised and arranged to lead the student to a secure mastery of the material together with a firm confidence in his ability to use it.

The LADO ENGLISH SERIES has been designed to be simple in makeup and transparent in structure, two qualities which have been implemented in the following ways:

1) Within each Unit, the heading of a section indicates in *one word* what is to be done with the material: MEMORIZE, SUBSTITUTE, STUDY, PRACTICE, SPEAK, READ, THINK, PRONOUNCE, COPY. It is as simple as that!

2) Dialogues to be memorized are short (usually six to eight lines). They are conversational in form and chatty in content, with examples of the grammar of the Unit embedded in each. They are carefully graded. None embodies any material beyond that already learned or to be learned in the Unit.

3) The intonation marks embrace the simple and effective lines made famous by the Michigan materials, now further enhanced by two additional features: a single dot on the line for the main stress of the sentence, and terminal curves. Many different intonation and stress markings were tested, and this facile combination proved by far the most effective. In the example

This is Philip

the line under *This is* represents the mid-level intonation. The line above the first syllable of *Philip* represents high intonation. The dot pinpoints the main stress on this syllable. The line farther below the last syllable represents low intonation, with the final descending curve indicating a falling terminal border typical of most statements of fact.

A terminal border may also denote a rising curve typical of yes/no questions:

Is Philip in class?

or it may be level, to extend a sustained intonation such as in an unfinished utterance:

Philip, this is . . .

4) The STUDY section teaches grammatical structure, using the tried and tested frames which help make a grammar principle understood almost at a glance. Here they have been used not only to focus attention on the significant element of the examples, but to introduce as well an occasional concept of transformational grammar. The goal of the LADO ENGLISH SERIES is not to teach grammar as such (whether transformational or structural) but to help the student *use* English sentences. My whole experience is that he does this best when he masters the grammar — rules and patterns — *at the same time* he uses English sentences.

5) The **PRACTICE** section is designed for oral group practice of rapidly-moving exercises in which students apply the rule or extend the pattern by analogy. Many allow a choice in the response and must be answered individually. The exercises are conversational in form and colloquial in content; they move rapidly from one topic to another to keep class interest high.

6) The **SPEAK** section suggests just one of the many creative variations available with the material which has been learned. The lines may be read aloud as in role-playing, or they may be used to stimulate further independent possibilities by students, depending on the degree of their creativity and the extent of their progress.

7) The **READ** section regroups and recombines the material in order to reinforce audio-lingual skills in Book 1. Reading itself does not become an objective until Book 2. In Book 3 it gains in importance and interest. Following each selection there are questions designed to verify comprehension and to stimulate independent oral practice in recombining the material learned. In this way, the student is encouraged to develop individual initiative in the use of English.

8) The **THINK** section provides still another device for creative practice and reflects current research concerning the role of creative thinking as a feature of language learning. The exercises are based on a composite picture that requires thoughtful interpretation. Students are expected and encouraged to formulate in their own words and in their own way what they see.

9) Included in Units 10, 11, 12, and 13 is an additional feature — an **UNDERSTAND** section — consisting of contextual sentences devised to emphasize the meaning and usage of key words, plus an accompanying illustrative explanation for each. After having mastered these contexts, students may be asked to listen to the same sentences with closed books and to accurately define any word.

10) Under **PRONOUNCE**, the student is introduced to an illustrated key word to be utilized as a touchstone in the mastery of a specific sound — plus a facial diagram (the equivalent of many words of explanation) labeled with a minimal telegraphic description of the articulation. Individual words embodying the sound to

be studied have been selected for pronunciation practice from the text, while sentences — written in a light and humorous vein — provide material for concentrated drill in longer sequences.

In some units, a game-type exercise is presented in which the student is asked to identify by number one of a pair of contrasting sounds. Exercises such as these can be fun, while at the same time proving both serviceable and profitable in the teaching of proper pronunciation.

11) Finally, in Book 3 the COPY section has been divided into two parts: (A) and (B). COPY (A) is in the form of multiple choice questions in which a key word has been omitted from each contextual sentence. The student is presented with four choices from which he is asked to select the word that best completes the sentence.

In COPY (B), groups of five new words are listed in random order opposite five contextual sentences, again with a key word omitted from each. The student is asked to pair each word with the appropriate sentence in the same group.

The illustrations in the LADO ENGLISH SERIES are certain to delight and motivate both student and teacher. While cheerful and attractive, they are, however, also functional: as an integral part the text, the illustrations conscientiously complement the dialogues and exercises.

I have every confidence that teachers of English as a second language will find the LADO ENGLISH SERIES eminently usable and highly effective, and that it will meet in every way their highest expectations.

ROBERT LADO

Washington, D. C.

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Unit 1



MEMORIZE

John: I discovered a new "profession" today.

Vincent: What is it, space travel?

John: No, something more down to earth. Repairman.

Vincent: What do you mean?

John: You know, a man who fixes electrical appliances.

Vincent: What's so new about that?

John: Well, in the last century there was no one who fixed electrical appliances.

Vincent: Why not?

John: There were no electrical appliances then.

Vincent: That's right!

John: And now there are men who fix TV sets, radios, electric clocks, . . .

Vincent: And there is always at least one that is out of order!

I discovered a new "profession" today.

What is it, space travel?

No, something more down to earth. Repairman.

What do you mean?

You know, a man who fixes electrical appliances.

What's so new about that?

Well, in the last century there was no one who fixed electrical appliances.

Why not?

There were no electrical appliances then.

That's right.

And now there are men who fix TV sets, radios, electric clocks, . . .

And there is always at least one that is out of order!

SUBSTITUTE

1. There are men who fix TV sets.

radios.

electric clocks.

cars.

washing machines.

appliances.

2. Because there were no electrical appliances then.

radios

electric clocks

TV sets

washing machines

3. The man who fixes radios

TV sets
appliances
washing machines
clocks
cars

is a radio repairman.

TV repairman.

repairman.

watchmaker.

mechanic.

4. There is always at least one that is out of order.

something

one appliance

some appliance

STUDY (1)

A sentence as a modifier of a noun: *The man who fixes radios is here.*

Notice the combination of sentences:

1. THE MAN _____ IS HERE.

2. He fixes radios.

↓
who
↓

THE MAN who fixes radios IS HERE.

1. THE DOG _____ IS MINE.

2. It barks at cars.

↓
that

THE DOG that barks at cars IS MINE.

1. THERE IS ALWAYS ONE _____.

2. It is out of order.

↓
that

THERE IS ALWAYS ONE that is out of order.

Change the subject of the second sentence to WHO or THAT. Then place the second sentence after the noun.

WHO is used for persons only.

THAT is used for animals and things.

PRACTICE

1. Combine each pair of sentences into one.

The boys read the sports news.

They like football.

→ The boys who like football read the sports news.

The man is a foreigner.

He is waiting outside.

→ The man who is waiting outside is a foreigner.

The man is a good mechanic.

He is repairing my car.

The man is a friend of mine.

He wrote the article.

The man is a TV repairman.

He fixes TV sets.

This one is new.

It is out of order.

The girl is my sister.

She is in the garden.

The actor is my uncle.

He won a prize.

2. Combine the two sentences in the answer.

Student: The dog barks at cars. The dog is mine.

Teacher: Which dog is yours?

Student: → *The dog that barks at cars* is mine.

Student: The man came last night. He's my uncle.

Teacher: Who's your uncle?

Student: → *The man who came last night* is my uncle.

Student: The man fixes radios. He's here.

Teacher: Who's here?

Student: → *The man who fixes radios* is here.

Student: The boy lives here. He's my friend.

Teacher: Who's your friend?

Student: The subject is English. We like it.

Teacher: What subject do you like?

Student: The woman is friendly. She works at the library.

Teacher: Which woman is friendly?

Student: He likes the dress. Barbara made it.

Teacher: What dress does he like?

Student: Everybody knows the girl. She sings on television.

Teacher: What girl does everybody know?

Student: I read the book. It's in the library now.

Teacher: What book did you read?

Student: Fleming was the scientist. He discovered penicillin.

Teacher: Who was Fleming?

Student: Saturday is the day. I like it.

Teacher: What day do you like?

STUDY (2)

THERE IS, THERE ARE/THERE WAS, THERE WERE.

Use THERE IS, THERE ARE to indicate that something is so:

THERE IS a TV set out of order.

THERE IS a radio out of order.

THERE ARE radios out of order.

THERE ARE many TV repairmen now.

THERE WAS, THERE WERE are the past forms:

THERE WAS no TV in the last century.

THERE WAS no radio then.

THERE WERE no cars then.

THERE WERE horses.

Use IS WAS with singular nouns. Use ARE, WERE with the plural.

PRACTICE

1. Change to negative past with *then*.

There are TV repairmen now.

→ There were no TV repairmen then.

There are many cars now.

There are electrical appliances now.

There is TV now.

There are airplanes now.

There are movie actors now.

There is penicillin now.

There is air travel now.

There are spaceships now.

2. Answer in the affirmative.

Student A: There is always one that is out of order.

Student B: → Is there?

Student A: → Yes, there is.

Student A: There are two boxes on the table.

Student B: → Are there?

Student A: → Yes, there are.

Student A: There was a bad accident yesterday.

Student B: → Was there?

Student A: → Yes, there was.

There is a test on Monday.

There are seven days in a week.

There was a game on television yesterday.

There were many people at the movies.

There were many children at the circus.

There is a mouse in my room.

There was a bus in front of the school this morning.

There are sixteen units in this book.

3. Answer in the negative.

Student A: Is there a genius in the class?

Student B: → No, there is not (isn't).

Student A: Was there a meeting yesterday?

Student B: → No, there wasn't (was not).

Student A: Were there many people at the party?

Student B: → No, there weren't (were not).

Are there thirty days in February?

Is there a good program on television now?

Were there many telephones fifty years ago?

Was there a letter for me this morning?

Is there a doctor in the house?

Are there many good restaurants there?

Were there many students in class on Sunday?

Was there a problem with this exercise?

4. Answer individually in the affirmative or the negative.

Are there any TV repairmen in town?

→ Yes, there are.

(→ No, there aren't.)

Is there a TV set in the house?

Were there electrical appliances in the last century?

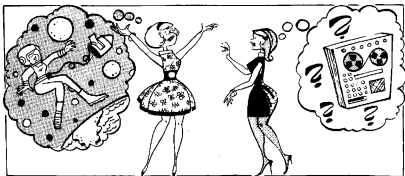
Was there ocean transportation then?

Was there gold then?

Were there students then?

Is there a mechanic in town?

SPEAK



Mary: I discovered a new science today.

Jane: What is it? Computer science?

Mary: No, something much more exciting. Space travel.

Jane: Yes, that is exciting.

Mary: It's a science that is growing very fast — spaceships, astronauts, . . .

Jane: Astronauts? What are they?

Mary: You know. They're the men who travel in spaceships.

Jane: There was a story in the newspaper yesterday about space travel.

Mary: I know. There is always something in the newspaper about space travel, and there are many television programs about astronauts.

Jane: Is there life on other planets?

Mary: Who knows? The men who work in space science might discover the answer.

READ

The 20th century is a century of change. There are many new occupations and professions today as a result of many new inventions.

Before, there were the classical professions of medicine, pharmacy, law, teaching, and dentistry. There were also the classical occupations of carpenter, farmer, sailor, blacksmith, and stonecutter. Now, there are many new professions and occupations. For example, highway engineering and automotive repair are two occupations that have developed as a result of the invention of the automobile. Since the invention of television, there have been TV announcers, TV engineers, and TV repairmen.

The airplane is another invention that is changing our lives. The people who work for the airlines (pilots, stewardesses, air traffic engineers, etc.) represent many new professions and occupations.

There is another important invention that is producing new professions — the electronic computer. The people who work with this exciting invention include computer engineers and computer programmers.

The 20th century is clearly a century of change. There is always something new.

Answer the questions.

1. What are some of the classical professions?
2. What are some inventions that have created new occupations?
3. What are some of the occupations that existed before the 20th century?
4. What is the new invention that created airline pilots and air traffic engineers?

5. What are some of the occupations and professions created by television?
6. Have there been many new fields in the 20th century?
7. Will there be many automobile mechanics in the 21st century?
8. What invention has produced computer programmers?
9. What new fields will the 21st century create?
10. Is there a computer that can teach English?

THINK

YESTERDAY



TODAY



What's on the teacher's desk?

How many students were there?

How many students are there?

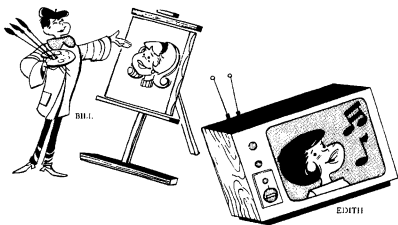
Is there an eraser on the blackboard?

Was there an eraser on the blackboard?

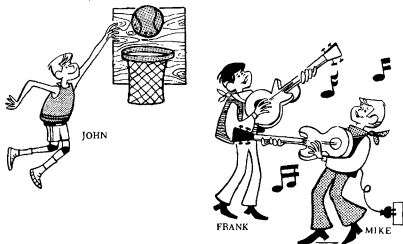
Were there six students in class?

Are there five students in class?

YESTERDAY



TODAY



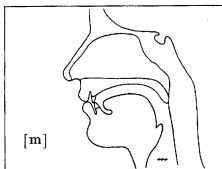
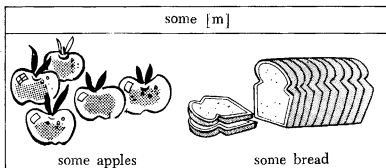
Which guitar is electric? (The one that Mike is playing is electric.)

Who is Edith? (Edith is the girl who sings on television.)

Who is John? (John is the boy who is playing basketball.)

What picture is pretty? (The picture that Bill painted is pretty.)

PRONOUNCE



some	name	him
home	come	dream
them	game	room
same	Sam	ice cream
came	from	Rome

My name is Sam.

I come from Rome.

I dream of home.

His name is James.

Jim is the same.

Jim came from his room.

Some man must remember my problem.

The summer program was welcome at the museum.

COPY (A)

Choose the word that best completes each sentence.

We live on the _____.

- | | |
|---------|----------|
| a. moon | c. earth |
| b. sky | d. radio |

Each new century _____ many new professions.

- | | |
|-------------|------------|
| a. produces | c. barks |
| b. differs | d. travels |

John doesn't know very much about the _____ of language.

- | | |
|------------|----------------|
| a. piece | c. appliances |
| b. subject | d. celebration |

Kathleen and Paul bought a pretty new _____.

- | | |
|----------|-------------|
| a. bread | c. teaching |
| b. arm | d. house |

I read a very _____ story last night.

- | | |
|-----------------|-------------|
| a. french-fried | c. exciting |
| b. bored | d. football |

May I have _____ piece of candy?

- | | |
|----------|------------|
| a. other | c. another |
| b. also | d. almost |

Some occupations _____ as a result of new inventions.

- | | |
|------------|------------|
| a. produce | c. develop |
| b. motion | d. order |

A ball may go up, but it must always come _____.

- a. here
- b. outside
- c. from
- d. down

I saw him on television. He's a TV _____.

- a. doctor
- b. announcer
- c. profession
- d. lawyer

David is studying _____. He wants to be a lawyer.

- a. medicine
- b. history
- c. law
- d. language

COPY (B)

Copy each word in an appropriate sentence in the same group.
Change the form of the word if necessary.

- | | |
|---|--------------|
| New York is not a _____; it is a city. | dog |
| Mr. Hill grows flowers and vegetables in his _____. | pretty |
| The flowers he grows are very _____. | town |
| What is your _____? I'm an actor. | occupation |
| My brother has a new _____ to play with. | garden |
| That girl is a _____. She comes from a foreign country. | airline |
| I like that _____. It has planes of all colors. | field |
| David's dog is pretty, but it _____ too much. | out of order |
| Mr. Jones works in the _____ of engineering. | foreigner |
| You don't take care of your radio. It is often _____. | bark (v) |

There are many cars on the ____ now.	planet
The earth is one of the nine ____ near our sun.	travel
Space ____ is one of the new sciences of the 20th century.	article
There is an interesting ____ in the newspaper today.	outside
You must leave your dog ____.	highways
Peter is a _____. He works on a ship.	teaching
The years 1901 to 2000 are the ____ century.	change
I enjoy _____. It is my profession.	20th
Can life ____ on other planets?	sailor
The new sciences of the 20th century are producing many _____.	exist
Medicine is a ____ profession.	create
David is a _____. He fixes things.	so
Another name for movies is _____.	classical
Some inventions ____ new occupations.	repairman
There are ____ many new sciences and occupations!	motion picture
The airline ____ gave us our dinner.	animal
John is a doctor. His ____ is medicine.	farmer
Dogs and cats are _____.	operator
Paul is a computer _____. He knows how to use computers.	stewardess
A man who works on a farm is a _____.	profession

There are many ____ games in October and November.	prize
Do you have any electrical _____ in your home?	football
I am leaving. Are you leaving ____?	century
The ____ was a trip to Rome.	also
Please tell the children a ____.	newspaper
I read the book a week ____.	ago
A ____ has one hundred years.	appliance
I read about it in the ____.	story
Highway ____ is the science of planning highways.	electrical
A man who does computer programming is a ____.	mechanic
Television is an ____ appliance.	computer
Henry fixes automobiles. He is a ____.	engineering
____ are machines that can answer questions.	programmer

UNDERSTAND

astronaut	pharmacy
blacksmith	spaceship
carpenter	stonecutter
dentistry	washing machine
electronic	watchmaker

Unit 2



MEMORIZE

John (dialing): 652-8141. (Six five two - eight one four one)

Paul: Hello.

John: Hello, Paul. This is John. I need your help.

Paul: All right.

John: Has the science teacher explained the unit on sound?

Paul: No. That's the lesson for tomorrow.

John: Well, have you studied it?

Paul: I haven't finished it yet.

John: What have you finished?

Paul: I've done the part on the speed of sound.

John: How does sound travel so fast on the telephone?

Paul: It doesn't. Electricity travels fast, not the sound.

John: Obviously I haven't learned this lesson yet. Will you help me with it tomorrow?

Paul: All right.

John: Good-bye.

Paul: Good-bye.

Six five two - eight one four one.

Hello.

Hello, Paul. This is John. I need your help.

All right.

Has the science teacher explained the unit on sound?

No. That's the lesson for tomorrow.

Well, have you studied it?

I haven't finished it yet.

What have you finished?

I've done the part on the speed of sound.

How does sound travel so fast on the telephone?

It doesn't. Electricity travels fast, not the sound.

Obviously I haven't learned this lesson yet. Will you help me with it tomorrow?

All right.

Good-bye.

Good-bye.

SUBSTITUTE

1. Has the science teacher explained the unit on sound?

new lesson?

previous lesson?

exercise?

chapter?

2. Have you studied it?

learned
memorized
practiced
finished
done

3. I haven't finished it yet.

learned
memorized
studied
done

4. What have you finished?

answered?
added?
asked?
changed?

5. I've done the part on the speed of sound.

studied
learned
passed
finished

6. I haven't learned this lesson yet.

He hasn't
You haven't
She hasn't
We haven't
They haven't

7. Has John studied the lesson?

Have you

Has Paul

Have they

Has the class

8. Paul has done the part on the speed of sound.

We've done

He's done

They've done

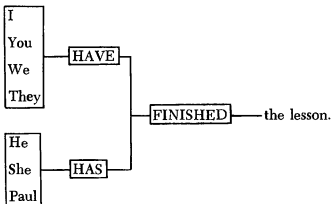
John hasn't done

STUDY (1)

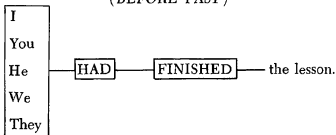
Perfect tenses: *I have finished it.*

Notice the form of the perfect tenses:

(COMPLETED ACTION)



(BEFORE PAST)



Construct perfect tenses with the appropriate form of HAVE (HAVE, HAS, HAD) + the past participle of the main verb (FINISHED, EXPLAINED, STUDIED, etc.).

The regular past participle is the same form as the past:

Verb:	FINISH	EXPLAIN	STUDY
Regular past:	FINISHED	EXPLAINED	STUDIED
Past participle:	FINISHED	EXPLAINED	STUDIED

DONE is an irregular past participle: DO, DID, DONE.

PRACTICE

1. Read these sentences aloud. Complete them with HAS or HAVE.

Helen has studied the problem.

The boys have played soccer today.

Paul ____ introduced his brother to Bill.

Peter ____ replied to the letters.

David and Steven ____ noticed the new pictures.

Edward ____ visited New York.

We ____ practiced the lesson more than Rose.

Kathleen ____ helped Jane before.

You ____ ordered coffee, haven't you?
Charles and I ____ lived there.
____ the children prepared their lessons yet?

2. Use the completed past with HAS or HAVE.

Will you invite Helen?
→ I have (already) invited her.

Would Mother accept the invitation?
→ She has (already) accepted it.

Should we invite John?
Will he answer the invitation?
Can we invite Philip?
Will he learn the address?
Will Helen accept the invitation?
Can you excuse Paul?
Will he notice the change of time?
When will you decide the date?

3. Use *before* with HAD.

Did you decide yesterday?
→ I had decided before (by) yesterday.

Did John close the door at nine?
→ He had closed it before (by) nine.

Did you plan it last week?

When did you invite Philip? Last Sunday?

When did you receive the invitation? Yesterday?

Did Helen help you last week?

When did Peter do his homework? Yesterday?

When did you finish the book? Last night?

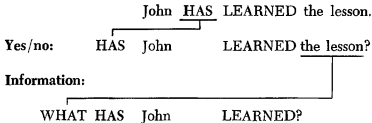
Did the bird die this morning?

Did you visit them last summer for the first time?

STUDY (2)

Questions with perfect tenses: *Have you finished it?*

Questions with perfect tenses are like questions with auxiliaries:



PRACTICE

1. Change to yes/no questions.

The teacher has explained the unit on sound.

→ Has the teacher explained the unit on sound?

You have studied it.

→ Have you studied it?

You have finished it.

He has done the part on the speed of sound.

I have learned this lesson.

Paul had studied about the speed of sound.

John had tried to understand.

He had noticed the speed of sound on the telephone.

Paul had finished that part.

He has promised to help John.

2. Change to information questions about the emphasized phrase.

You have finished *the unit on sound*.

→ What have you finished?

The science teacher had explained it *before yesterday*.

→ When had the science teacher explained it?

John has studied it *at home*.

→ Where has John studied it?

He has studied it *by himself*.

→ How has he studied it?

Paul had learned *the part about the telephone*.

He had learned it *in class*.

He had learned it *before yesterday*.

He had studied it *very well*.

Helen has learned *the new song*.

She had liked it *at the picnic*.

She had listened to it *before then*.

She had copied it *on the typewriter*.

STUDY (3)

Negatives with perfect tenses: *I haven't studied it.*

Negatives with perfect tenses are also like negatives with auxiliaries:

John has learned the lesson.

→ John hasN'T (has NOT) learned the lesson.

Has John learned the lesson?

→ HasN'T John learned the lesson?

What has John learned?

→ What hasN'T John learned?

What have you done?

→ What haveN'T you done?

PRACTICE

Change to the negative.

Has the science teacher explained the unit on sound?

→ Hasn't the science teacher explained the unit on sound?

Well, have you studied it?

→ Well, haven't you studied it?

What have you finished?

I have done the part on the speed of sound.

Obviously I have learned this lesson.

Paul has promised to help John.

John has done the part on the speed of sound.

Paul had finished that part.

Helen has studied it at home.

What has John learned?

STUDY (4)

Short answers with perfect tenses: *Yes, I have. No, I haven't.*

Short answers with perfect tenses are like short answers with auxiliaries: HAS and HAVE complete the short answer.

Has the teacher explained sound?

→ Yes, he has.

(→ No, he hasn't.)

PRACTICE

1. Give short yes/no answers. Answer individually.

Have you studied the lesson?

→ Yes, I have.

(→ No, I haven't.)

Has John finished the unit?

→ Yes, he has.

(→ No, he hasn't.)

Has Helen memorized the song?

→ Yes, she has.

(→ No, she hasn't.)

Have you learned the perfect tenses?

Had you studied them before?

Has Helen done her homework?

Have the boys prepared their part?

Had the girls practiced the song?

Has the teacher planned the day?

Have the boys memorized the words?

Had they studied them before?

2. Give an affirmative or negative answer. Answer individually.

John and Victor have studied their lessons. Have you?

→ Yes, I have.

(→ No, I haven't.)

Alexander has traveled to Chicago. Have you and he?

Mary and Ann have telephoned home. Has Frank?

Patricia has bought a new coat. Has Sylvia?

The doctors have invented a new medicine. Have the nurses?

We have finished our part. Have you finished yours?

Paul had done his. Had Alice done hers?

The teacher had not explained that lesson. Had you studied it?

John hadn't learned it. Had Paul?

SPEAK



Lucy (dialing): 234-9596. (Two three four - nine five nine six)

Christine: Hello.

Lucy: Hello, Christine. This is Lucy. Can you help me?

Christine: All right.

Lucy: Has the teacher played the new song?

Christine: No, that's the one for next week.

Lucy: Well, have you learned it?

Christine: No, I haven't learned all of it yet.

Lucy: How much have you learned?

Christine: I have memorized the first part and the chorus.

Lucy: How did you learn it so fast?

Christine: I didn't. I had practiced it before.

Lucy: Well, I haven't learned any of it yet. Can you help me with it in school?

Christine: All right. Good-bye.

Lucy: Good-bye.

READ

Alexander Graham Bell invented the telephone in 1876. Since then it has developed rapidly and has influenced our lives profoundly.

Mr. Bell had been a teacher of deaf persons. He had taught them to speak. He used his father's system of "visible" speech in Boston.

At night he had experimented with a special telegraph. He thought, "If I could make a current of electricity vary in intensity, precisely as the air varies in density during the production of sound, I should be able to transmit speech telegraphically."

Bell and his assistant, Thomas A. Watson, had worked hard on the special telegraph and accidentally discovered an important fact: the electric current of the telegraph had transmitted vibrations of a metal spring. Therefore, the current could transmit vibrations of the voice.

Bell transmitted the first complete sentence through his telephone on March 10, 1876. He had accidentally dropped some acid on his clothes. Then he said, "Mr. Watson, come here; I want you." Watson heard the message and came immediately. Bell had not only transmitted a complete, intelligible sentence; he had also introduced the principle of the resistance transmitter of today's telephones.

By the end of that year Bell had conducted experiments with the telephone over a distance of several miles, and the telephone had already carried a conversation successfully between persons who were two miles apart.

Now, of course, you can speak from America to Europe by telephone cable on the ocean floor, by radio telephone, and by satellite. There are telephones for automobiles, trains, ships, and spaceships. Now the telephone has been perfected to transmit the picture as well as the voice of the speaker. Deaf persons have used this new telephone to understand a telephone conversation by watching the movement of the lips of the speaker — that is, by lip reading.

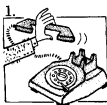
Answer the questions.

1. Have you studied about the telephone before?
2. Who invented the telephone?
3. In what year did he invent it?
4. Do you remember the month and day?
5. What kind of students did he teach?
6. What did he teach?
7. With what had he experimented at night?
8. Who was the inventor's assistant?
9. What had they discovered accidentally?
10. Who telephoned the first complete sentence?
11. What was the first sentence?
12. What had happened?
13. Who heard the first sentence?
14. What had happened by the end of that year?
15. What have the new telephones transmitted for deaf persons?
16. How have deaf persons used this new invention to understand a telephone conversation?
17. Have you used a telephone this week?

THINK

How do you use the telephone?

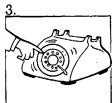
How does the telephone work?



Lift the receiver.



Listen for the tone.



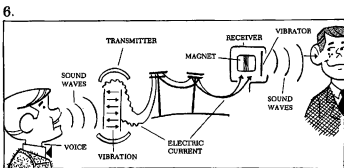
Dial the number.



Listen for the ring.

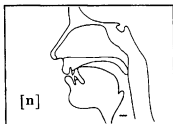
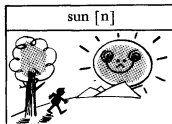


Listen for the answer.



Speak.

PRONOUNCE



sun	run	ran	one
Ann	Jane	win	rain
ten	man	men	tone
plane	spoon	moon	pen
noon	seven	eleven	when
thirteen	can	plan	in
begin	then	Spain	listen

John can win.

Ann can run.

Jane is in the plane.

The plane is in Spain.

Ten men on the moon.

Thirteen in the rain.

When can you telephone?

Then, soon.

Listen to the tone.

The sun can burn at noon.

The rain in Spain falls mainly on the plain.

Identify the sounds. Listen to each word. Write 1 for [m] or 2 for [n].

- | | |
|---------------|----------------|
| 1. some _____ | 6. Spain _____ |
| 2. Ann _____ | 7. came _____ |
| 3. run _____ | 8. sun _____ |
| 4. rain _____ | 9. am _____ |
| 5. Rome _____ | 10. Jane _____ |

COPY (A)

Choose the word that best completes the sentence.

Jane did not know the _____ to the teacher's question.

- | | |
|---------|-----------|
| a. talk | c. end |
| b. yet | d. answer |

Mary accepted the _____ to the party.

- | | |
|---------------|-------------|
| a. flower | c. invite |
| b. invitation | d. receiver |

An _____ is necessary to get the facts.

- | | |
|---------------|-----------------|
| a. experiment | c. experimented |
| b. expect | d. intensity |

A current of _____ may vary in intensity.

- | | |
|---------------|----------------|
| a. distance | c. electricity |
| b. electronic | d. movement |

The doctor works with his _____.

- | | |
|--------------|------------|
| a. speaker | c. someone |
| b. assistant | d. chorus |

Deaf persons can understand only _____ speech.

- | | |
|-----------|--------------|
| a. sound | c. visible |
| b. speech | d. vibration |

David and John live _____ miles apart.

- | | |
|------------|--------------|
| a. often | c. important |
| b. several | d. too |

Can you _____ the sounds of the party?

- | | |
|---------|---------|
| a. dial | c. hear |
| b. read | d. see |

Who will be the _____ at the meeting?

- | | |
|--------------|------------|
| a. family | c. plan |
| b. breakfast | d. speaker |

Susan left at the _____ of the movie.

- | | |
|----------|---------|
| a. end | c. desk |
| b. limit | d. noon |

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

- | | |
|---|-------------|
| Sylvia made a _____ at her birthday party. | able |
| You use your tongue in the _____ of speech. | soon |
| No more coffee, please. I must leave _____. | drop (v) |
| Don't _____ that glass! It will break. | speech |
| Are you _____ to answer the questions clearly? | production |
| My party was not very _____. Nobody came. | chorus |
| Mary knows the _____, but she hasn't learned the other words. | successful |
| How many experiments have they _____? | conduct (v) |
| A deaf person understands by reading your _____. | decide |
| That is not a _____ sentence. There is no verb. | lip |
| He must _____ which one he wants. | complete |

There is a large number of fish in the ____.	through
We had traveled ____ Europe before.	need
Let's go to lunch at ____ tomorrow.	noon
I haven't seen Mary ____ last month.	ocean
John ____ Paul's help. He doesn't understand the lesson.	since
There are many small ____ parts in a telephone.	deaf
____ I went to the party! It was my birthday.	metal
With Mr. Watson's ____, he was able to finish the experiment.	special
A person who can't hear is a ____ person.	of course
There is a ____ song for birthdays.	help
Deaf persons can read by watching the ____ of your lips.	mostly
The telephone and telegraph do not vary in ____.	date
What is the ____ tomorrow? Tomorrow is April 5.	bird
He eats very few vegetables. He eats ____ meat.	principle
Listen to that _____. Its song is beautiful.	movement
We have studied the present, past, and future ____.	obviously
Ann can't sing the song. She ____ hasn't studied it.	tense

To answer the telephone, lift the _____ and say "hello." accidentally

Mr. Bell _____ dropped acid on his clothes. receiver

The teacher is happy. You have done your work _____. well

Paul is interested in science. _____ he studies the lesson carefully. apart

The teacher has _____ the lesson clearly. Everyone understands. therefore

When there is _____, most people don't go out. fact

Ann and Helen live several miles _____. rain

You must have the _____ before you can decide. explain

Have you learned all the new _____? accept

I hear the _____ of a telephone. mile

Mary has more dresses _____ I do. word

Peter has _____ the invitation to my party. than

New York is about 250 _____ from Washington. ring

Can you _____ that chair? It's very large. distance

Listen for the _____ and then dial. speed

Sound travels at a very great _____. system

What is the _____ between New York and Paris? tone

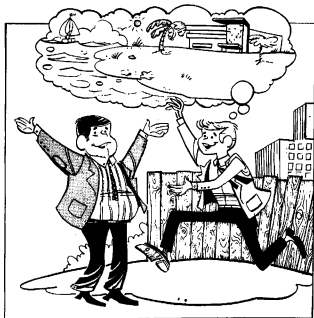
Mr. Bell's father developed a _____ of "visible" speech. lift

Did you ____ the number carefully?	carry
Mary hasn't come home ____.	copy
The telephone ____ conversations between people.	dial
Will you ____ the words of the new song for me?	vary
Clothing styles ____ from year to year.	yet
The teacher explained the ____ tenses carefully.	perfect
How ____ money do you have?	much

UNDERSTAND

acid	plain
cable	precisely
current	profoundly
density	resistance
experiment (v)	satellite
intelligible	spring
intensity	telegraph
inventor	telegraphically
vibration	transmit

Unit 3



MEMORIZE

David: Hello, John. Why are you so happy?

John: I was invited to spend my vacation at the beach.

David: Who invited you?

John: That's my secret. I was invited by "friends."

David: Did you ask to be invited?

John: No, I was just invited.

David: Was I invited too?

John: Well, yes, you are. You are invited by me.

David: But don't you have to ask your "friends" first?

John: My "friends" are my parents. We were invited by them!

Hello, John. Why are you so happy?
 I was invited to spend my vacation at the beach.
 Who invited you?
 That's my secret. I was invited by "friends."
 Did you ask to be invited?
 No, I was just invited.
 Was I invited too?
 Well, yes, you are. You are invited by me.
 But don't you have to ask your "friends" first?
 My "friends" are my parents. We were invited by them!

SUBSTITUTE

1. Why are you so happy?

bad?

good?

friendly?

tired?

2. I was invited to spend my vacation at the beach.

holiday

birthday

3. Who invited you?

told

asked

saw

answered

4. Did you ask to be invited?

expect

wish

want

need

5. Was I invited too?

Was he

Was she

Were you

Were they

6. Don't you have to ask your friends?

tell

invite

excuse

like

7. We were invited by them.

told

asked

wanted

STUDY (1)

Passive construction: *I was invited by them.*

Notice the change from object to subject:

Active: They invited **ME.**

Passive: I was invited by them.

Active: The mailman brings **THE MAIL.**

Passive: **THE MAIL** is brought by the mailman.

1. The object (**ME, THE MAIL**) becomes the passive subject (**I, THE MAIL**).
2. The subject (*they, the mailman*) becomes the passive agent (*by them, by the mailman*).
3. The verb (*invited, brings*) becomes passive (*was invited, is brought*) with BE + past participle.

PRACTICE

1. Change to passive construction.

They invited me.

→ I was invited by them.

Everyone here speaks English.

→ English is spoken by everyone here.

Mary prepares dinner every night.

John answered the question.

Philip told me.

I asked Helen.

Helen invited Mary.

She planned her vacation.

Mr. Fox teaches this class.

They prepared their lessons.

2. Change to active construction.

The map was studied by John.

→ John studied the map.

The lesson was memorized by him.

→ He memorized the lesson.

The food was prepared by Helen.

The cars were lent by the parents.

The trip was planned by everybody.

They were invited by John and Helen.

The question was asked by Alice.

The motors were fixed by the mechanic.

He was introduced by Mary.

The book was understood by everyone in the class.

STUDY (2)

Passive without agent: *I was invited.*

Notice the absence of the passive agent:

I WAS INVITED.

JOHN WAS INVITED.

THEY WERE INVITED.

AM I INVITED?

NO, YOU ARE NOT INVITED.

You can use the passive without an agent.

PRACTICE

1. Give affirmative or negative full answers. Answer individually.

Was I invited too?

→ Yes, you were invited.

(→ No, you were not invited.)

Was the lesson explained?

Is she expected?

Were all the questions answered?

Was the dialogue memorized?

Are they excused?

Were the hats put in the car?

Was the dinner cooked?

Were his plans changed?

2. Read these sentences aloud. Use the passive form of the verb.

bear Thomas A. Edison was born in the United States.

bear He _____ in 1847.

invent Many things _____ by Edison.

invent The telephone _____ not _____ by him.

perfect It _____ by him.

invent The telephone _____ by Alexander Graham Bell.

invent The electric light _____ by Edison.

invent The movies _____ by him.

bear John F. Kennedy _____ in 1917.

make He _____ an officer in the U. S. Navy.

sink His boat _____ in the Pacific Ocean.

save One of his sailors _____ by him.

kill He _____ in 1963.

like He _____ everywhere.

3. Give information about yourself. Use the passive.

bear I _____ in _____.
(place)

bear I _____ in _____.
(year)

send I _____ to school in _____.
(place)

ask I _____ many questions in school.

answer The questions _____ by me.

understand My English _____ in school.

LEARN

Irregular past participle form: SWIM/SWAM – SWUM.

Learn these irregular forms:

The past participle of

SWIM/SWAM

is

SWUM.

BEGIN/BEGAN

BEGUN

DRINK/DRANK

DRUNK

SING/SANG

SUNG

RING/RANG

RUNG

SINK/SANK

SUNK

HANG/HUNG

HUNG

DO/DID

DONE

PRACTICE

1. Change to passive without an agent.

The teacher began the class at 6 o'clock.

→ The class was begun at 6 o'clock.

They drank all the lemonade yesterday.

→ All the lemonade was drunk yesterday.

We sang the new words today.

They sank the ship in the Mediterranean.

They rang the bells at midnight.

We hung the picture over the piano.

They did the work last week.

They swam the lake last year.

We began our vacation in June.

We drank all the water the first week.

2. **Student A** answers affirmatively with **HAVE + PAST PARTICIPLE + ALREADY**. **Student B** answers negatively about **HIMSELF + YET**. Answer individually.

Will John swim the lake?

Student A: → He has swum it already.

Student B: → And I haven't swum it yet.

Will you sing the song today?

Student A: → I have sung it already.

Student B: → I haven't sung it yet.

Will Robert ring the bells?

Will you hang the picture on the wall?

Will Bill do the lesson for tomorrow?

Will you begin the homework?

Will Joe drink the coffee soon?

Will Alice sing the song?

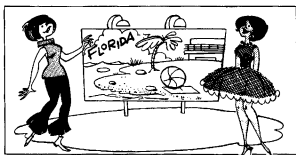
Will you sink one of these old boats?

Will you swim the river someday?

SPEAK

Jane: Hello, Alice. Why is John so happy today?

Alice: He was invited to spend his vacation in Florida.



Jane: Who invited him?

Alice: We wanted to keep it secret.

Jane: Did he ask to be invited?

Alice: No, he was invited by "friends."

Jane: Well, who are those friends?

Alice: His parents! David was asked to go, too.

Jane: Were they excused from classes?

Alice: Yes, they were excused by their teachers.

READ

Vacations for everybody were made possible only in recent years. Now, vacations are planned by everyone. New vacation resorts are opened every year. Some locations are preferred in summer; others are preferred for winter. The beach is usually preferred in summer. Our favorite place is decided months in advance. Things have to be planned carefully.

Father likes to fish. His fishing things are put in the car. Everyone likes to swim. So swimsuits are put in the car, too. Books are wanted by everyone. Hats are needed for protection against the sun. Music is liked by everybody at the beach. Therefore, books, hats, and the radio are all taken to the beach.

At the beach father fishes. We swim, we play, we talk, and we read. Jokes are told and new friends are made. By then we're tired, so we go home.

Sometimes a rest is needed after the vacation. But old places are discovered again. Familiar things are liked. And vacation memories are told and retold to anyone who will listen.

Vacations should always be planned in advance. Are yours?

Answer the questions.

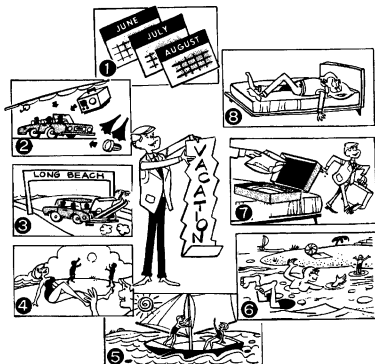
1. By whom are vacations planned now?
2. What place is usually preferred in summer?
3. What things are taken to the beach?
4. What is done at the beach?
5. What happens after vacation?
6. When is our favorite place selected?
7. Where are father's things put?
8. Why are hats needed?
9. What things are put in the car?
10. To whom are the memories of the vacation told?

THINK

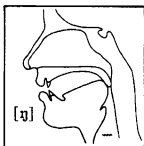
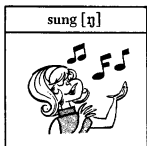
What was done in planning the vacation?

What was done at the beach and after the vacation?

(Use the passive if possible.)



PRONOUNCE



sing	tongue	swinging
sang	hang	bringing
sung	hung	drinking
ring	king	sinking
rang	wing	hanging
rung	thing	young

Sing a song.
Bring the ring.
Hang the thing.
The ring was hung.
The king was singing.
The tongue was hanging.
The thing was sinking.
The song was sung.

Identify the sounds. Listen to each word. Write **1** for [n] or **2** for [ŋ].

- | | |
|-----------------|----------------|
| 1. sing _____ | 6. wing _____ |
| 2. thing _____ | 7. sin _____ |
| 3. fun _____ | 8. run _____ |
| 4. ran _____ | 9. rang _____ |
| 5. tongue _____ | 10. hung _____ |

COPY (A)

Choose the word that best completes each sentence.

I've read an interesting _____ this summer.

- | | |
|---------------|--------------|
| a. book | c. exercises |
| b. literature | d. lesson |

Most churches have a _____ to ring.

- | | |
|------------|---------|
| a. chorus | c. sin |
| b. miracle | d. bell |

Charles will be _____ of his country someday.

- | | |
|------------|-----------------|
| a. officer | c. promise |
| b. king | d. conservative |

_____ is a good drink on a hot day.

- | | |
|-------------------|-------------|
| a. glass | c. lemonade |
| b. vegetable soup | d. olives |

I have happy _____ of my vacation.

- | | |
|-------------|-------------|
| a. memory | c. control |
| b. memories | d. memorize |

Henry is an _____ in the U. S. Navy.

- | | |
|-----------|------------|
| a. clown | c. genius |
| b. doctor | d. officer |

We selected a new _____ for our vacation.

- | | |
|----------|-----------|
| a. times | c. towns |
| b. place | d. places |

Let's take a walk by the _____.

- | | |
|-------------|------------|
| a. morning | c. river |
| b. vacation | d. Florida |

Where are you going this summer? We're going to the _____.

- | | |
|------------------|------------------|
| a. Rome | c. South America |
| b. Mediterranean | d. vacation |

Our vacation was spent by a big _____.

a. Florida

c. lake

b. country

d. officer

COPY (B)

Copy each word in an appropriate sentence in the same group.
Change the form of the word if necessary.

Everyone took a _____ to swim in the ocean. rest

John needed a _____ after his exercise. sin

Did you _____ everything in the car? sun

His father told him that to kill was a _____. put

The _____ is hot in the Mediterranean. swimsuit

_____ did you invite to your party? recent

The _____ has many large ships. Florida

In _____ years, we have taken many vacations. U. S. Navy

We went to _____ last summer. tongue

You use your _____ to speak. whom

Alice was _____ to Florida. wall

A sailor was _____ by Mr. Kennedy. spend

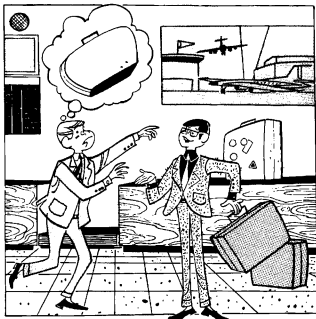
She wrote her name on the _____ in chalk. send

Their vacation was _____ in Canada. select

Have you _____ the movie you want to see? save

Where do you _____ your money?	fish
The invention was _____ in three years.	midnight
Paul really likes to _____.	ring
The church bells were _____.	perfect
Please go to bed before _____.	keep
The dinner must be prepared _____.	born
It is not _____ for Helen to go.	hang
The picture was _____ on the wall.	possible
I want you to _____ me a few dollars.	in advance
In what year were you _____?	lend
Bill is the _____ student in class.	best

Unit 4



MEMORIZE

John: I can't find my suitcase.

Philip: What is it like? Is it like mine?

John: More or less, but it's not the same color as yours.

Philip: What color is it?

John: It's white. It's as white as that one.

Philip: That one is different from mine! Mine is red.

John: But mine is exactly the same size as yours.

Philip: And is it the same style as mine?

John: No, not exactly the same as yours. I said "more or less," didn't I?

I can't find my suitcase.

What is it like? Is it like mine?

More or less, but it's not the same color as yours.

What color is it?

It's white. It's as white as that one.

That one is different from mine! Mine is red.

But mine is exactly the same size as yours.

And is it the same style as mine?

No, not exactly the same as yours. I said "more or less," didn't I?

SUBSTITUTE

1. Is it the same as mine?

the same size as

the same color as

as big as

like

2. It's not the same color as yours.

size

style

shape

width

height

3. It's as white as that one.

red

big

old

small

4. What color is your new coat?

size

style

length

STUDY (1)

Comparison with LIKE, THE SAME AS, DIFFERENT FROM.

Notice the expressions of equality and inequality:

Your suitcase is — **LIKE**
THE SAME AS — mine.

Use LIKE or THE SAME AS to indicate equality.

This suitcase is — **DIFFERENT FROM** — mine.

Use DIFFERENT FROM to indicate inequality.

PRACTICE

1. Choose one of the answers suggested in the question. Is it the same or different? Answer individually.

Is your suitcase large like mine, or is it small?

→ It's large. It's the same as yours.

(→ It's small. It's different from yours.)

Is your house old like mine, or is it new?

→ It's old. It's the same as yours.

(→ It's new. It's different from yours.)

Is your father tall like mine, or is he short?
Is your book difficult like mine, or is it easy?
Is your car big like mine, or is it little?
Is your homework short like mine, or is it long?
Is your hat white like mine, or is it black?
Is your suitcase old like mine, or is it new?
Is your mother short like mine, or is she tall?
Is your pencil long like mine, or is it short?

2. Use *mine* with the same or opposite information about each sentence. Is it the same or different? Answer individually.

My suitcase is small and red.

→ Mine is small and red, too. It's the same as yours.

(→ Mine is large and blue. It's different from yours.)

My hat is large and white.

→ Mine is large and white, too. It's the same as yours.

(→ Mine is small and black. It's different from yours.)

My house is small and old.

My car is large and new.

My pencil is long and black.

My cousin is tall and young.

My homework is long and difficult.

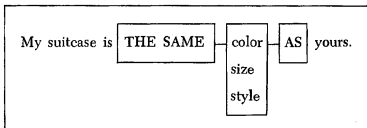
My house is new and small.

My book is old and easy.

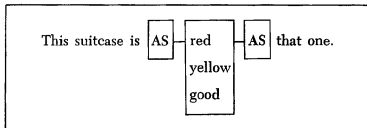
STUDY (2)

Comparison with THE SAME . . . AS, AS . . . AS.

Notice the expressions of equality with nouns and adjectives:



Use **THE SAME . . . AS** with nouns (*color, size, . . .*).



Use **AS . . . AS** with adjectives (*red, old, good, . . .*).

PRACTICE

1. Choose one of the answers suggested in the question. Answer individually.

Is this pencil the same length or the same color as that one?

→ It's the same length as that one.

(→ It's the same color as that one.)

Is this desk the same width or the same height as that one?

→ It's the same width as that one.

(→ It's the same height as that one.)

Is this hat the same size or the same shape as that one?

Is this suitcase the same size or the same color as yours?

Is this student the same height or the same age as that one?

Is this room the same length or the same width as that one?

Is this book the same color or the same shape as that one?

Is this paper the same length or the same color as that one?

Is this desk the same height or the same color as that one?

Is this dress the same size or the same color as that one?

2. Use the adjective in the response. Answer *yes* or *no* individually.

Is this pencil the same length as that one? *long*

→ Yes, it is as long as that one.

(→ No, it is not as long as that one.)

Is this desk the same height as that one? *high*

→ Yes, it is as high as that one.

(→ No, it is not as high as that one.)

Is this book the same width as that one? *wide*

→ Yes, it is as wide as that one.

(→ No, it is not as wide as that one.)

Is this window the same width as that one? *wide*

Is this chair the same height as that one? *high*

Is this record player the same size as that one? *big*

Is this sentence the same length as that one? *long*

Is this book the same color as that one? *yellow*

Is this hat the same age as that one? *old*

Is this dress the same style as that one? *short*

Is this story the same length as that one? *long*

3. Read these sentences aloud. Complete them with *the same* or *as*.

Is your suitcase _____ size as mine?

Yes, but it is not _____ color as yours.

Is this room _____ size as that one?

No, it is not _____ size as that one.

Is this watch _____ good as that one?

Yes, but it is not _____ style as that one.

Is this beach _____ nice as the other one?

Yes, but it's not _____ large as that one.

Is this hat _____ style as yours?

No, but it's _____ beautiful as mine.

Is your sister _____ kind as mine?

Yes, but she's not _____ old as yours.

SPEAK



(Ann and Helen are preparing to go home after school.)

Ann: I've lost my new coat.

Helen: What was it like? Was it like mine?

Ann: More or less, but it wasn't the same color as yours.

Helen: What color was it?

Ann: It was white. It was as white as that one.

Helen: That one is very different from mine. Mine is blue.

Ann: But mine was exactly the same size as yours.

Helen: And was it the same style as mine?

Ann: No, not exactly the same as yours. Mine was short.

Helen: Is it this one?

Ann: Yes, it is! Thank you.

READ

Do you like to go to new places? Do you like to meet new people? Do you like to travel by car, bus, train, or ship? Would you like to try Japanese food? Would you like to visit Washington, Paris, London, Rome, Madrid, and Buenos Aires? Is your answer "yes"? Then you are a tourist at heart.

Remember Marco Polo? Remember Columbus? Travel is as old as man. But *tourism* is a 20th century miracle. It is good business. In some countries it is as good as any business. Besides, it makes life as interesting as the theater or the movies. You live like an actor. Everything is as interesting as a circus.

Years ago the stranger used to be received with suspicion. Why did he want to come? Was he an enemy? Did he come to take things? Or was he bringing dangerous books? They looked at his suitcases carefully. They asked him many questions. Everybody acted like a policeman.

Now tourists are received as friends. Tourists are interesting; they are different from everyday friends. Tourists can be as friendly as grandparents. They can be as important as an uncle or an aunt. They are "tourists." Tourists make you a tourist at home. You meet new persons from many countries.

Tourism is a 20th century miracle!

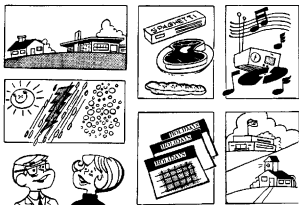
Answer the questions.

1. How would you like to travel?
2. Where would you like to go as a tourist?
3. Is tourism important? Explain your opinion.
4. How was the visitor received years ago?
5. How did everybody act?
6. How many questions did they ask?
7. What difference do you see now?
8. How important can a tourist be?
9. How friendly can tourists be?
10. Are tourists the same as everyday friends? What are they, then?

11. In what ways might tourism be good business for your country?
12. In what ways might tourism be bad business for your country?
13. What are the things you would like about being a tourist?
14. What are the things you would not like about being a tourist?

THINK

Philip and Sylvia went as tourists to a new country with their parents. Use your imagination and tell us what they found there. Answer individually.

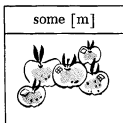


1. What is the climate like? In what ways is it the same as in your country? In what ways is it different?
2. Are the houses in that country the same as yours at home? How are they the same or different?
3. What kind of food do they eat in this country? When do they eat? Is the food different from your country?
4. Is the music like that heard on the radio at home?

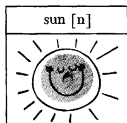
5. Are the holidays the same as in your country?
6. Are the schools different from the ones at home? In what ways are they the same?

PRONOUNCE

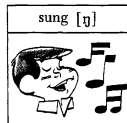
1. Contrast [m], [n], and [ŋ].



some	come
name	came
him	same
home	game



sun	run
rain	plane
win	ten
tone	noon



sung	rung
rang	sang
thing	sing
tongue	ring

My name is Sam.

Jane is in the plane.

Bring the ring.

I come from Rome.

The plane is in Spain.

Hang the thing.

I dream of home.

When can you telephone?

Sing a song.

Jim came from his room.

Ten men on the moon.

The king will sing.

2. Identify the sounds. Listen to each pair of words. Write **same** or **different**.

- | | | | |
|---------------|-------|----------------|-------|
| 1. sun, sung | _____ | 6. some, some | _____ |
| 2. rang, rang | _____ | 7. sung, sung | _____ |
| 3. some, sun | _____ | 8. win, win | _____ |
| 4. sang, Sam | _____ | 9. rang, ran | _____ |
| 5. win, wing | _____ | 10. then, them | _____ |

3. Identify the sounds. Listen to each word. Write 1 for [m], 2 for [n], or 3 for [ŋ].

- | | | | |
|---------|-------|-----------|-------|
| 1. same | _____ | 6. soon | _____ |
| 2. John | _____ | 7. wing | _____ |
| 3. Sam | _____ | 8. tongue | _____ |
| 4. room | _____ | 9. bring | _____ |
| 5. run | _____ | 10. rain | _____ |

- | | |
|-----------------|----------------|
| 11. sang _____ | 16. them _____ |
| 12. come _____ | 17. fun _____ |
| 13. then _____ | 18. wing _____ |
| 14. Spain _____ | 19. rang _____ |
| 15. sing _____ | 20. ran _____ |

COPY (A)

Choose the word that best completes each sentence.

There is always sunshine there. The _____ is very good.

- | | |
|--------------|------------|
| a. astronomy | c. climate |
| b. farm | d. visitor |

The _____ of that suitcase is really strange.

- | | |
|----------|------------|
| a. width | c. large |
| b. shape | d. climate |

Margaret's new hat is a very fine _____.

- | | |
|-----------|----------|
| a. style | c. beach |
| b. length | d. time |

Philip's suitcase is not _____ wide as mine.

- | | |
|----------|------------|
| a. nice | c. as |
| b. white | d. exactly |

She is very tired because of the _____ of the trip.

- | | |
|-----------|-------------|
| a. width | c. shape |
| b. length | d. suitcase |

The _____ of the lake surprised him.

- a. width c. dangerous
- b. long d. style

The mountains were of a very great _____.

- a. hat c. tall
- b. dangerous d. height

Henry lost his _____ on the airplane.

- a. beach c. style
- b. width d. suitcase

Helen's coat is _____ color from Ann's.

- a. as c. a different
- b. the good d. a large

John's suitcase is _____ large as Philip's.

- a. as c. the same
- b. the red d. size

COPY (B)

Copy each word in an appropriate sentence in the same group.
Change the form of the word if necessary.

Ann has a new _____ dress.

enemy

The people looked at the strange man with
_____.

white

_____ is a big business in many countries.

meet

He is not a friend. He is an _____.

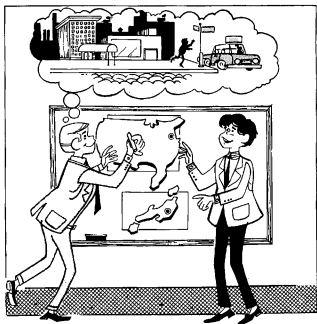
suspicion

How did your father _____ your mother?

tourism

Your suit is exactly _____ my father's.	holiday
Nobody has to work today. It's a _____.	visitor
You can't swim that river. It's too _____.	like
Use your _____ and tell me a story.	wide
There is a _____ at the door.	imagination
The sky is very _____ today.	miracle
His car isn't big. It's _____.	blue
I can't work _____.	tour
We are going to take a _____ of South America.	watch
Is your _____ right? Mine says 2:15.	little
What is your _____ of tourists?	kind
_____ traveled across Asia.	yellow
No one is as _____ as she is.	receive
Have you _____ any news from your parents?	opinion
_____ is the color of the sun.	Marco Polo
Airlines have become very good _____ since 1940.	difference
Do you know what the _____ is?	heart
I am a tourist at _____. I love to travel.	business
Mary is very kind. She is a _____ person.	nice
Henry is on a very _____ diet. He eats only apples.	strange

Unit 5



MEMORIZE

John: Have you noticed the similarity of the big cities to one another?

Robert: No, I haven't. How are they similar?

John: Well, the hotels, taxis, buildings, and stores are very similar.

Robert: That's true.

John: In fact, in many ways New York and Tokyo are more similar to each other than New York is to any small town in the United States.

Robert: That's an interesting thought. But some cities are older than others.

John: Yes, London is older than Tokyo.

Robert: And some are bigger than others. Which is bigger in population, Tokyo or New York?

John: Tokyo is bigger than New York. It's bigger than any other city in the world.

Have you noticed the similarity of the big cities to one another?

No, I haven't. How are they similar?

Well, the hotels, taxis, buildings, and stores are very similar.

That's true.

In fact, in many ways New York and Tokyo are more similar to each other than New York is to any small town in the United States.

That's an interesting thought. But some cities are older than others.

Yes, London is older than Tokyo.

And some are bigger than others. Which is bigger in population, Tokyo or New York?

Tokyo is bigger than New York. It's bigger than any other city in the world.

SUBSTITUTE

1. In many ways, New York and Tokyo are similar.

London and Tokyo

Paris and Rome

Mexico and New York

Buenos Aires and London

2. But some cities are older than others.

bigger
busier
more beautiful
more modern

3. Which is more interesting, New York or Tokyo?

important
famous
modern
beautiful

4. Is Buenos Aires bigger than New York?

busier
friendlier
older
smaller

5. Buenos Aires is bigger than Lima.

New York	Chicago.
Chicago	Washington.
Tokyo	New York.
A city	a town.

6. Which is older, Tokyo or London?

more beautiful

bigger

more modern

smaller

more famous

7. It's bigger than any other city in the world.

older

more interesting

hotter

more beautiful

colder

STUDY (1)

Comparison with MORE . . . THAN and -ER THAN.

Notice the adjectives (*modern, interesting, beautiful*) and the comparisons:

modern

Miami

is

MORE modern

THAN Rome.

interesting

Rome

is

MORE interesting

THAN Washington.

beautiful

Paris

is

MORE beautiful

THAN New York.

Notice the adjectives (*big, old, busy, friendly*) and the comparisons:

<i>big</i>	New York	is	bigGER	THAN	Boston.
<i>old</i>	Rome	is	oldER	THAN	New York.
<i>busy</i>	New York	is	busIER	THAN	Miami.
<i>friendly</i>	Miami	is	friendlIER	THAN	Chicago.

Use **-ER THAN** with short adjectives (*old, nice, new, big, tall, short, . . .*) and adjectives ending in **-Y** or **-LY** (*busy, happy, easy, pretty, friendly, . . .*).

PRACTICE

Form comparisons using each group of words and expressions.
Use **MORE . . . THAN** or **-ER THAN**.

beautiful, Rome, Detroit

→ Rome is more beautiful than Detroit.

big, a city, a town

→ A city is bigger than a town.

tall, John, Helen

short, he, his brother

interesting, Helen, her cousin

modern, Miami, Detroit

busy, my father, yours

friendly, Philadelphia, New York

easy, this exercise, that one

old, my grandfather, my grandmother
new, my dress, the blue one
pretty, you, any other girl in the world
happy, I, any other person in the world

STUDY (2)

MORE CLEARLY THAN, FASTER THAN.

Notice the adverbs (*clearly, carefully, slowly, and fast, slow*) and the comparisons:

<i>clearly</i>	John speaks	MORE clearly	THAN	Vincent.
<i>carefully</i>		MORE carefully	THAN	
<i>slowly</i>		MORE slowly	THAN	

Use MORE . . . THAN with adverbs in -LY (*clearly, carefully, slowly*).

<i>fast</i>	Planes go	fastER THAN	trains.
<i>slow</i>	Trains go	slowER THAN	planes.

Use -ER THAN with short adverbs (*fast, slow*).

PRACTICE

- Form comparisons using each group of words and expressions. Use MORE . . . THAN or -ER THAN.

clearly, Helen writes, John

→ Helen writes more clearly than John.

slow, girls swim, boys

→ Girls swim slower than boys.

carefully, she speaks, he

fast, girls read, boys

quickly, John understands, Helen

slowly, he writes letters, she

late, the movie starts, usual

slow, trains run, planes

loud, actions speak, words

form comparisons with each group of words and expressions. Use MORE . . . THAN or -ER THAN.

writes clearly, Helen, John

→ Helen writes more clearly than John.

read fast, they, the boys

→ They read faster than the boys.

speaks carefully, she, he

swim slow, girls, boys

understands quickly, John, Helen

run fast, children, adults

writes slowly, he, she

came in late, Tom, Peter

draws clearly, Alice, Mary

run fast, boys, girls

plays well, John, Helen

STUDY (3)

MORE + NOUN + THAN . . .

Notice the nouns (*people, cars, streets, . . .*) and the comparisons:

<i>cars</i>
<i>people</i>
<i>street</i>

New York has

MORE cars	THAN
MORE people	THAN
MORE streets	THAN

Los Angeles.

PRACTICE

Use MORE . . . THAN in the comparisons.

January has thirty days. February has twenty-eight days.

→ January has more days than February.

John has two sisters. Helen has three sisters.

→ Helen has more sisters than John.

Vincent wrote a letter. Helen wrote two letters.

He has three brothers. She has two brothers.

He has two friends. She has many friends.

He read ten pages of English. Alice read twelve pages.

She answered ten questions. He answered twenty questions.

Bill ate five apples. Tom ate three.

Jim and Paul did some exercises. Daniel did all of them.

This class has thirty students. That one has twenty-eight.

STUDY (4)

LESS . . . THAN/FEWER . . . THAN.

LESS . . . THAN, FEWER . . . THAN are the opposite of MORE . . . THAN.

New York has	MORE people	THAN	Miami.
Miami has	FEWER people	THAN	New York.
Miami is	MORE modern	THAN	Rome.
Rome is	LESS modern	THAN	Miami.
Helcn reads	MORE clearly	THAN	John.
John reads	LESS clearly	THAN	Helen.

PRACTICE

Use LESS . . . THAN or FEWER . . . THAN.

John is not very tired. Philip is very tired.

→ John is less tired than Philip.

Chicago has some tall buildings. New York has more tall buildings.

→ Chicago has fewer tall buildings than New York.

Miami is not very old. Boston is old by comparison.

Miami has very many hotels. Boston does not have as many hotels.

Boston is visited by some tourists. Miami is visited by more tourists.

Philip is happy. John is very happy.

John is not tall. Philip is very tall.

Philip does not swim very fast. John swims very fast.

Washington is not very modern. Los Angeles is more modern.

Tokyo has many people. Washington has fewer people.

SPEAK



Rose: Have you noticed the similarities among the people of the big cities?

Alice: No, I haven't. In fact, I have noticed more differences than similarities.

Rose: Well, their clothing, transportation, entertainment, etc., are very similar.

Alice: That's true.

Rose: The people of Paris and Washington dress more alike than do the people of Paris and any small town in France.

Alice: That's an interesting thought. But their languages are different.

Rose: Yes, of course.

Alice: Where do you hear more English, in Washington or Paris?

Rose: You hear more English in Washington and more French in Paris. But you can use English and French in both cities. And you can use them in any other big city in the world.

READ

Big cities like New York, Tokyo, London, and Buenos Aires are among the modern wonders of the world. Many people go to these big cities to live. Every year more and more people move from the small town to the big city. The big cities are becoming bigger and the small towns smaller.

Big cities offer more advantages than do small towns. A museum in New York is sure to be bigger and better than a museum in any small town in the United States. The theaters of Paris are better than those in the towns and villages of France. The hospitals in Chicago are more modern than those in the small towns. Also, transportation between big cities is usually better than that between big cities and small towns. The restaurants in Tokyo, San Francisco, Mexico City, etc., are better than those in small towns — and the service is no less friendly. And the fountains in the towns of Italy are less impressive than those of Rome.

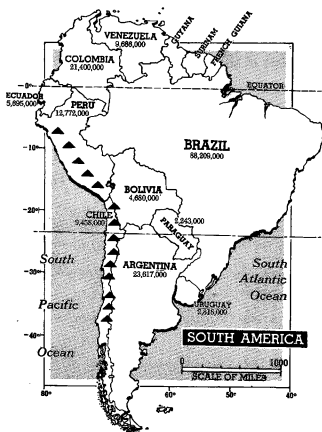
On the other hand, the bigger the city, the bigger the problems. And while people live in big cities, they do not like the problems of big cities. They move to the cities, but they dream about the peace and quiet of the country. Still, big cities are proud of their size and each wants to be the biggest. Everyone knows, however, that big cities cannot be allowed to just grow. Sooner or later, each city must think about what its proper size should be. Big cities should be more interested in quality than in size.

Answer the questions.

1. Why do we say that big cities are among the modern wonders of the world?
2. Do more people move to the country or to the big cities?
3. How are the hospitals in the big cities compared to those in the small towns?
4. Compare the theaters in the big cities and in the small towns.
5. Compare transportation between the big cities and between the big cities and the small towns.
6. Compare the restaurants in the big cities and in the small towns.
7. Does a big city have more or fewer problems than a small town?
8. Should big cities be proud of their size or their quality?
9. Where do you live, in a city or in a town?
10. Where would you like to live?
11. Why do people move to the big cities?

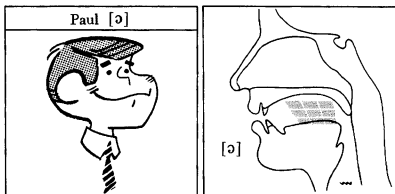
THINK

Study the map on the next page. Use the comparative form to describe particular countries.



- Colombia is bigger than _____. It has more people than _____. It is smaller than _____ and has fewer people than _____. It is more mountainous than _____.
- Describe a country by comparing it with others. Ask the class to identify it. (Example: *I am thinking of a country. It is bigger than _____ and smaller than _____. It has more people than _____ and less than _____. It is more mountainous than _____ and less than _____. What country is it?*)

PRONOUNCE



Paul	call	small
tall	caught	ball
taught	fought	bought
thought	walk	talk
chalk	law	saw

Paul bought chalk.

All saw the ball.

Paul caught the ball.

I taught her to call.

Paul was tall.

He talked about laws.

COPY (A)

Choose the word that best completes each sentence.

Are there any _____ among the countries of Europe?

- | | |
|---------------|-----------------|
| a. similar | c. similarities |
| b. similarity | d. similarly |

There are many _____ to living in a city.

- | | |
|-------------|---------------|
| a. mistakes | c. advantages |
| b. people | d. results |

Use your imagination and _____ a trip to the moon.

- | | |
|-------------|-------------|
| a. start | c. sing |
| b. discover | d. describe |

She woke me up when she came in so _____.

- | | |
|--------------|--------------|
| a. similarly | c. carefully |
| b. noisily | d. slowly |

There is no _____ between big cities and small towns.

- | | |
|----------------|-------------|
| a. comparison | c. compare |
| b. comparative | d. complete |

I want to visit _____ Buenos Aires and Lima.

- | | |
|--------|---------|
| a. all | c. both |
| b. too | d. each |

This suit is of very good _____.

- | | |
|--------------|-------------|
| a. advantage | c. parents |
| b. quality | d. quantity |

All adults were once _____.

- | | |
|-------------|-------------|
| a. brothers | c. adults |
| b. uncles | d. children |

What kinds of entertainment does a big city _____?

- a. offer
- b. influence
- c. begin
- d. order

Many cities are very _____ of their size.

- a. similar
- b. bored
- c. proud
- d. exactly

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

The _____ is being made smaller by modern transportation. true

Susan can _____ excellent pictures of animals. compare(v)

How do restaurants in small towns usually _____ with restaurants in cities? draw(v)

Is it _____ that Tokyo is bigger in population than New York? wonder

Big cities are the modern _____ of the world. world

He left so _____ that I didn't see him. building

How are New York and Paris _____? start(v)

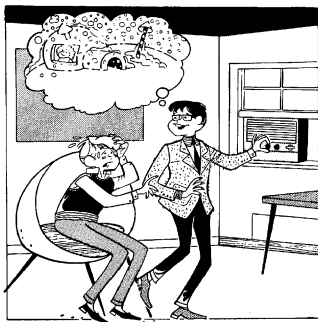
Both cities offer good _____. quickly

Which of these two _____ is taller? entertainment

The party will _____ later than the concert. similar

How many ____ have you read in that book?	comparative
Mary and John are ____ to the country this summer.	dress(v)
The ____ form of easy is easier.	action
Most people in large cities ____ in modern styles.	page
This movie is exciting. There is more ____ than talk.	move(v)
Do you think that's the ____ thing to do?	dream(v)
Yes. ____, I think it is really too big.	proper
The class will start at the ____ time.	in fact
We ____ about a long trip to South America.	similarly
People in large cities dress very ____.	usual
The ____ for this lesson was very interesting.	reading selec
____ is larger in population than any other city in the world.	Los Angeles
There are many beautiful ____ in Rome.	Ecuador
____ is a city in the United States near the Pacific Ocean.	Tokyo
Have you chosen any ____ country for your vacation?	Detroit
Many cars are made in the city of ____.	particular
We visited ____ when we were in South America.	fountain
I can't hear you. The music is too ____.	loud

Unit 6



MEMORIZE

- John:** Where can you find the coldest weather in the world?
- Vincent:** I don't know. Maybe at the North Pole.
- John:** That's probably right. Where can you find the nicest climate in the world?
- Vincent:** Probably Florida, because it has the most sunshine in the United States.
- John:** Californians wouldn't agree with that.
- Vincent:** Of course, and for Europeans the Mediterranean has the nicest weather.
- John:** It may have the most famous vacation places. But it was the hottest place in the world for me last summer.
- Vincent:** Was it hotter than here?
- John:** Well, maybe not as hot as this room.
- Vincent:** That's right. Turn on the air conditioner, please!

Where can you find the coldest weather in the world?

I don't know. Maybe at the North Pole.

That's probably right. Where can you find the nicest climate in the world?

Probably Florida, because it has the most sunshine in the United States.

Californians wouldn't agree with that.

Of course, and for Europeans the Mediterranean has the nicest weather.

It may have the most famous vacation places. But it was the hottest place in the world for me last summer.

Was it hotter than here?

Well, maybe not as hot as this room.

That's right. Turn on the air conditioner, please!

SUBSTITUTE

1. Where is the most beautiful place in the world?

coldest

most famous

nicest

most modern

best

2. Probably Florida because it has the most sunshine.

tourists.

visitors.

air conditioners.

hotels.

3. For Europeans the Mediterranean has the nicest weather.

most sunshine.

best climate.

most famous resorts.

best winters.

4. It may have the most famous vacation resorts.

hotels.

beaches.

restaurants.

hospitals.

5. It was the hottest place in the world for me last summer.

coldest

nicest

best

worst

STUDY (1)

Superlatives with THE MOST/MOST: *the most famous place in Europe, most frequently.*

Use the superlatives THE MOST/MOST with

(A) Long Adjectives:

famous	It is	THE MOST famous	place in Europe.
beautiful	She is	THE MOST beautiful	girl in the world.

(B) Nouns:

sunshine	Florida has	THE MOST sunshine	in the United States.
people	Tokyo has	THE MOST people	in the world.

(C) Adverbs in -LY:

frequently	It rains	MOST frequently	in winter.
rapidly	She reads	MOST rapidly.	

PRACTICE

1. Change the adjective in each of the following sentences to the superlative.

This is an *unusual* car of its type.

→ This is *the most unusual* car of its type.

Washington is a *beautiful* city in the United States.

John is an *intelligent* student in this school.

This is an *expensive* dress in this store.

Rome is a *famous* city in Italy.

The North Pole might be an *interesting* place to visit.

Spring is an *exciting* time of year.

2. Construct sentences with the superlative of the first noun.

sunshine, Florida, in the United States

→ Florida has the most sunshine in the United States.

people, Tokyo, in the world

→ Tokyo has the most people in the world.

fountains, Rome, in Europe

cars, Madrid, in Spain

people, London, in England

hotels, Miami, in Florida

snow, Canada, in America

Mexicans, Mexico, in the world

students, this class, in school

nurses, this hospital, in the city

3. Change the adverb to the superlative.

The car runs *quietly* on the highway.

→ The car runs *most quietly* on the highway.

Bill answered the question *completely*.

She writes *clearly* in English.

We speak *rapidly* in Spanish.

He learns *quickly* in class.

Our vacation will be *carefully* planned.

The buses are *frequently* full.

We walk *slowly* on hot days.

STUDY (2)

Superlatives in -EST: *the coldest weather, reads the fastest.*

Use the superlative -EST with

(A) Short Adjectives:

cold
nice

Where is

THE colDEST
THE nicEST

weather?

(B) Adjectives in -Y, -LY:

friendly
happy

What is

THE friendLIEST
THE happIEST

city in the world?

Who is

person here?

(C) Adverbs not in -LY:

fast
slow

She reads

THE fastEST
THE slowEST

in the class.

PRACTICE

Change the following sentences to the superlative. Answer individually.

Jane, Rose, and Ann are *happy* sisters.

→ Ann is the happiest.

(→ Rose is the happiest.)

(→ Jane is the happiest.)

Patricia, Edith, and Mary are *busy* girls.

Swimming, tennis, and track are *easy* sports.

My aunt, my uncle, and my brother are *funny* people.

David, Philip, and Victor are *hungry* boys.
 November, December, and January are *rainy* months.
 That store's red, blue, and green coats are *ugly*.
 Ann, Ellen, and Mary are *pretty* girls.
 Puerto Rico, Colombia, and Mexico have *sunny* climates.
 The mathematics, geography, and history books are *new*.
 Mrs. Hill, Miss Newton, and Mrs. Conners are *tall* women.
 Christine, Martha, and Barbara all have *short* dresses.
 Texas, California, and New York are *big* states.
 Birthdays, holidays, and vacations are *nice* times of the year.
 French, Spanish, and German are *old* languages.
 Alaska, Canada, and the North Pole are *cold* places.
 In Central America, spring, summer, and fall are *warm* seasons.
 The kitchen, bedroom, and bathroom are *hot* rooms in summer.

LEARN

Irregular comparatives and superlatives: BETTER, BEST/
 WORSE, WORST/LESS, LEAST.

Learn these irregular forms of the comparative and superlative:

	(comparative)	(superlative)
good	BETTER	BEST
well		

	(comparative)	(superlative)
bad badly	WORSE	WORST
little	LESS	LEAST
far	FARTHER	FARTHEST
The opposite of	<div> MORE MOST BETTER BEST NEAREST </div>	<div> LESS. LEAST WORSE WORST FARTHEST </div>

PRACTICE

1. Change to the comparative and to the superlative.

Our school has good books.

your → Your school has better books.

their → Their school has the best books.

This country has little water.

that → That country has less water.

the other → The other country has the least water.

John played badly.

Paul → Paul played worse than John.

Bill → Bill played worst of all.

Margaret sings well.

Helen

Christine

Monday was a bad day.

Tuesday

Wednesday

April was a good month for me.

May

June

John's car runs badly.

Bill's

Frank's

Breakfast was good.

lunch

dinner

The moon is far.

the sun

the stars

Helen's memory is bad.

John's

my

They have little money.

you

I

2. Read these sentences aloud using the appropriate form of the superlative.

This city has the _____ streets in the state. *bad*

→ This city has the worst streets in the state.

This store sells the _____ expensive delicacies *more* in town.

This city has the _____ soccer team in South *good* America.

This place has the _____ weather in the world. *bad*

The weather is not the _____ important thing. *little*

It is not the _____ important thing either. *more*

This restaurant has the _____ food in this city. *bad*

This is the _____ interesting stop on our trip. *little*

This market is the _____ place to buy fish. *good*

REVIEW

1. Combine each pair of sentences into a single comparison. Answer individually.

New York has eight million people.

Madrid has less than three million people.

→ New York has more people than Madrid.

It is very cold at the North Pole.

England is less cold.

→ It is colder at the North Pole than in England.

Rome is a beautiful city.

London is equally beautiful.

→ Rome is as beautiful as London.

The equator is a very hot place.

All other places in the world are less hot.

→ The equator is the hottest place in the world.

Miami has very good weather.

No other weather in Florida is as good.

Helen reads fast.

John does not read as fast as Helen.

Kathleen speaks clearly.

Philip speaks equally clearly.

Christine puts sugar in her coffee.

She also puts sugar in her tea, but not as much.

This map of Europe is nine inches long.

This map of South America is twelve inches long.

They eat slowly at breakfast and lunch.

At dinner they take even more time.

Helen is tall.

No one in class is as tall as Helen.

2. In the following sentences put the adjective or adverb in the superlative. Answer individually by adding a qualifying phrase at the end.

She is a young girl.

→ She is the youngest girl in her family.

This is a beautiful place.

→ This is the most beautiful place in the country.

These are tall buildings.

This floor has sunny offices.

This is an ugly vase.

This restaurant has bad food.

The homework is an easy assignment.

It was an exciting weekend.

This is a large room.

John is an intelligent student.

This city has modern buses.

This was a funny story.

This is a simple math problem.

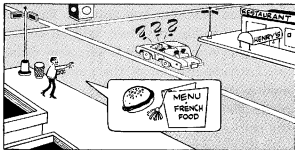
This notebook has small pages.

That record contains a popular song.

My brother is a mature boy.

This is a useless map.

SPEAK



- Mr. Smith:** Where is the best restaurant in this town?
- David:** Well, one of the best is at the other end of town.
- Mr. Smith:** We are in a hurry. Where's the nearest one?
- David:** Henry's Restaurant is nearest and probably the best one for Mexican food.
- Mr. Smith:** Mexicans probably wouldn't agree with that.
- David:** Probably not. How about a French restaurant? French restaurants often have the nicest food.
- Mr. Smith:** They may be the most famous ones, but hamburger stands have the fastest service and we're in a hurry.
- David:** They often have the best hamburgers, too.
- Mr. Smith:** Thank you. You were most helpful.

READ

When people discuss the weather in a certain region, they are talking about its climate. Each country or region has its own climate. The most important elements of climate are temperature, wind, sunshine, humidity, and rain.

Altitude and latitude are especially important factors in climate. Altitude means height. A place located at a high altitude is colder than one at a low altitude. The temperature at the top of a mountain, therefore, will be colder than at the foot of that mountain. Latitude refers to distance from the equator. Latitude determines the position of the sun at noon, as well as the length of the day. At the equator, the sun is directly above and the climate is very hot. At that point on the earth's surface, the amount of sunlight is almost the same on all the days of the year. Near the North Pole, the nights are very long and the days are very short in winter. In summer, the days are longest and the nights shortest. The climate is very cold.

The oceans also influence climate. The coasts have a milder climate than the regions far from the coasts. Oceans keep the coasts cooler in summer and warmer in winter.

Climate is divided into types according to temperature, amount of sunshine, etc. The highest or lowest temperature in an area is not as important as the average temperature. The greatest amount of rain at any one time or the longest period of sunshine without rain are both of scientific interest. But in describing climate these unusual extremes are the least important and, therefore, not the most useful facts to be considered.

Today, weather instruments, weather satellites, and other modern devices send information from high above the earth. This information helps man to predict the weather and to understand better the climate around him.

Answer the questions.

1. What is climate?
2. What is weather?

3. What are some of the elements of climate?
4. What is altitude?
5. What is latitude?
6. When are the nights longest at the North Pole?
7. How is the climate on the coasts?
8. How do we obtain information about weather and climate?
9. What is the weather of your region today?
10. What was the weather yesterday?
11. What is the climate of your geographic region? In winter? In summer?
12. What is the weather prediction for tomorrow?
13. When does your region have the hottest weather?
14. When does your region have the most sunshine?
15. When does your region have the coldest weather?
16. When does your region have the rainiest weather?
17. When does your region have the most snow?
18. Is your region known for a certain type of climate?

THINK

Describe the pictures below by using the comparative and the superlative of adjectives.

Example: (Pictures 2 and 4)

Summer is a nicer season than spring.

Spring is the rainiest season.

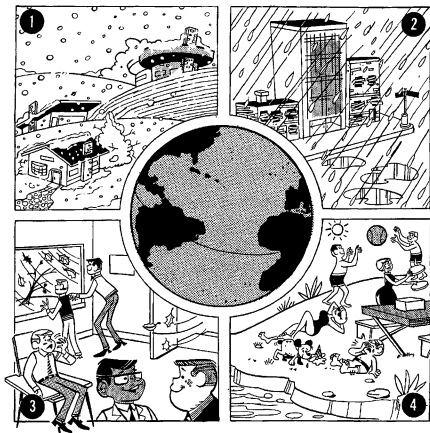
Example: (Picture 2)

The new building is taller than the old buildings.

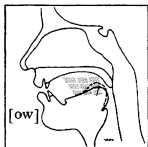
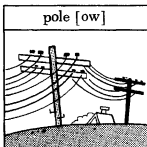
The old buildings are the shortest buildings.

or

Student No. 1 asks Student No. 2 which is the tallest building. Student No. 2 then answers in the superlative and, in turn, asks another question concerning a particular picture.



PRONOUNCE



pole	coat	cold	home
go	grow	gold	note
hold	hope	know	toe
phone	Rome	Rose	nose
whole	told	close	throw

Rose sold gold.

Hold the old pole.

Rose phoned home.

I told Joe to throw.

Joe was slow.

She knows about Rome.

COPY (A)

Choose the word that best completes each sentence.

The weather is coldest in _____.

a. summer

c. fall

b. winter

d. spring

It isn't usually very _____ in winter.

- a. rainy c. sunny
- b. funny d. cold

My mother is cooking dinner in the _____.

- a. bedroom c. hospital
- b. bathroom d. kitchen

Do you take milk and _____ in your coffee?

- a. salt c. onions
- b. sugar d. spoon

You always like to have your family _____ you.

- a. around c. without
- b. over d. through

This glass _____ lemonade.

- a. obtains c. contains
- b. wears d. finds

In some regions, there are four different _____ a year.

- a. months c. areas
- b. dates d. seasons

The house is very old, but it has a modern _____.

- a. condition c. address
- b. bathroom d. length

California is one of the largest _____ in the United States.

- a. maps c. rivers
- b. planets d. states

Ann is not as bored as Alice and Mary. Of the three she is the _____ bored.

a. most

c. less

b. least

d. more

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

How's the _____ outside? It's cold and rainy. weather

This house has no electricity. It has no bath-
room, _____. sunshine

There isn't much _____ on a rainy day. coast

The state of California is on the west _____
of the United States. either

I need some _____ about restaurants and hotels
in Paris. own

The earth begins to produce again in _____. above

It is difficult to buy anything without _____. spring

Robert doesn't use my car since he bought his
_____. information

The stars are _____ us, the earth under us. money

You must walk very _____ when in a church or
a hospital. divide

_____ the cake in three parts and give me one. quietly

The ____ temperature near the equator must be very high.	rainy
The computer is one of the most ____ machines ever invented by man.	average
I don't want to have our picnic spoiled by a ____ day.	useful
In the wintertime, children play in the ____.	slow
This train is taking too long. It must be the ____ in the country.	type
Only a ____ combination of numbers will open this door.	fall
In North America, it begins to get cold in the ____.	snow
Which is your favorite ____ of food, Mexican or French?	certain
We are having much more than the usual ____ of rain this year.	bedroom
John's ____ is much better since he went to the doctor.	condition
Which ____ do you sleep in? The largest one?	amount
It's very pleasant and ____ in the evening.	even
Ann reads fast, but Helen reads ____ faster.	cool
That's the ____ beautiful horse I've ever seen.	unusual
An ____ is shorter than a foot.	inch
This is a very ____ hat. There are no others like it.	most

This restaurant has the ____ food in town.	equally
Buenos Aires is ____ as beautiful as Lima.	worst
You can buy almost anything at the ____.	perhaps
Paul was very _____. He carried my suitcase for me.	hurry
Virginia is in a big ____ to get to work. She is late.	market
In the evening, we ____ the radio and listen to the news.	turn on
Joseph didn't come to class today. ____ he is ill.	helpful
That school has an excellent football ____ this year.	wind
Weather instruments help to ____ information about climate.	interest
There is often a high ____ in the month of March.	certainly
In recent times, there has been a great ____ in space travel.	obtain
Vincent eats too much. He will ____ get fat.	team
You may go to the movies, but come ____ home.	period
Let's buy some apples at that fruit ____.	directly
It's much colder at the ____ of a mountain.	pleasant
Which do you think is the most interesting ____ in European history?	top
I really like Susan. She is a very ____ person.	stand

UNDERSTAND

air conditioner

altitude

assignment

determine

element

equator

extreme

humidity

latitude

predict

prediction

region

scientific

temperature

Unit 7



MEMORIZE

Bill: John, whose picture is this?

John: That's the picture that Mr. Martin showed us last week.
It's a picture of Picasso.

Bill: It's one of the best pictures that I have seen of him.

John: I would like to see some of the paintings that he has done.

Bill: He's a painter whom I admire very much.

John: He's considered one of the greatest artists this century has produced.

Bill: Well, after that profound thought, where can we eat lunch?

John: Henry's Restaurant serves the most delicious Mexican food that I have ever eaten.

Bill: Let's go there quickly. I'm hungry!

John, whose picture is this?

That's the picture that Mr. Martin showed us last week.

It's a picture of Picasso.

It's one of the best pictures that I have seen of him.

I would like to see some of the paintings that he has done.

He's a painter whom I admire very much.

He's considered one of the greatest artists this century has produced.

Well, after that profound thought, where can we eat lunch?

Henry's Restaurant serves the most delicious Mexican food that I have ever eaten.

Let's go there quickly. I'm hungry!

SUBSTITUTE

1. Whose picture is this?

painting

book

boat

notebook

2. That is the picture that Mr. Martin showed us.

notebook

boat

book

3. It's one of the most famous pictures that I have seen.

most beautiful

nicest

best

worst

4. I would like to see some of the paintings that he has done.

We

John

Bill

They

5. He's a painter whom I admire very much.

a player

an actor

a man

a person

a teacher

6. He's one of the greatest artists this century has produced.

players

inventors

scientists

actors

7. They serve the most delicious food that I have ever eaten.

best meat

tastiest hamburgers

worst fish

most famous chicken

STUDY (1)

A sentence as the modifier of a noun: *This is the picture that he showed us.*

Notice the combination of sentences:

1. This is the PAINTING. + 2. He showed us the PAINTING.

THAT/WHICH

This is the PAINTING THAT he showed us.

Change the direct object (PAINTING) in the second sentence to THAT and move THAT to the beginning of it. Then put the second sentence after the noun to be modified in the first (PAINTING).

Use THAT to refer to people, animals, or things.

Use WHICH to refer only to animals or things.

1. This is the FAMILY. + 2. I visited the FAMILY.

THAT

This is the FAMILY THAT I visited.

1. Here is the CAT. + 2. We liked the CAT.

THAT/WHICH

Here is the CAT WHICH we liked.

PRACTICE

1. Combine the following sentences. Use **THAT** or **WHICH**.

This is the painting. Mr. Jones showed us the painting in class.

→ This is the painting that (which) Mr. Jones showed us in class.

This is the actor. We saw the actor in the movies.

→ This is the actor that we saw in the movies.

Here is the shirt. He bought the shirt yesterday.

→ Here is the shirt that (which) he bought yesterday.

That is the car. She sold the car today.

This is the boy. I met the boy in school.

This is the book. He is writing the book.

There is the picture. He is painting the picture.

Here is the lesson. She studied the lesson.

There are the countries. They visited the countries on their vacation.

This is the artist. I saw the artist last night.

This is the present. We received the present today.

Here is the cake. She made the cake this morning.

2. Combine the information into one sentence. Answer individually.

Which book is that? You bought it yesterday.

→ That is the book that I bought yesterday.

Which paper is that? He wrote it last week.

→ That is the paper that he wrote last week.

Which picture is that? You took it yesterday.

Which car is that? He drove it last week.

Which song is that? You sang it last night.

Which dog is that? He bought it yesterday.

Which girl is that? We met her last week.

Which movie is that? You saw it last Sunday.

Which meeting is that? You attended it last month.

Which museum is that? We visited it yesterday.

STUDY (2)

A sentence as the modifier of a noun: *He is an artist whom I admire.*

Notice the combination of sentences:

1. He is a PAINTER.

+

2. I admire this PAINTER.

WHOM/THAT

He is a PAINTER WHOM

I admire.

Change the direct object (PAINTER) in the second sentence to WHOM and move WHOM to the beginning of it. Then put the second sentence after the noun to be modified in the first (PAINTER).

Use WHOM to refer only to people.

Use THAT to refer to people, animals, or things.

WHOM is used in formal writing. In everyday conversation, WHO is often used in place of whom.

PRACTICE

1. Combine the following sentences. Use **WHOM** or **THAT**.

He is the doctor. I will see him this afternoon.

→ He is the doctor whom (that) I will see this afternoon.

This is the lesson. We know the lesson well.

→ This is the lesson that we know well.

He is the painter. I admire him very much.

This is the picture. I like it.

She is the friend. I visited her last week.

He is the scientist. You met him yesterday.

He is the lawyer. They will call him today.

That is the elephant. We saw it at the circus.

She is the writer. You met her last week.

They are the students. I took them to see the play.

You are the singer. I heard you on the radio.

2. Use the object of the simple sentence as the subject of a complex sentence. Follow the examples.

He visited Mr. Jones.

→ Mr. Jones is the one whom he visited.

They invited us.

→ We are the ones whom they invited.

You called me.

→ I am the one whom you called.

They brought her to the airport.

I married her sister.

You met my cousin yesterday.

We will drive her to the airport.

I saw them this morning.

They came to meet me.

I know Paul very well.

3. The connectors **THAT**, **WHICH**, or **WHOM** are often omitted. Combine the following sentences without using a connector.

We are the students. He taught us last week.

→ We are the students he taught last week.

There is the girl. He invited her to the party.

→ There is the girl he invited to the party.

Here is the present. I received it today.

There is the car. We bought it yesterday.

They are the artists. I met them last week.

That is the story. He wrote it.

These are the pictures. We took them to the beach.

She is the girl. You know her.

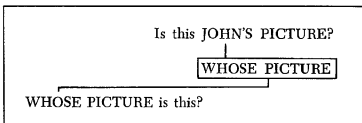
That is the movie. I saw it last night.

There is the couple. I drove them to the city last week.

STUDY (3)

Information questions with WHOSE: *Whose picture is this?*

Notice the construction of information questions with WHOSE:



WHOSE is the possessive form of the interrogative pronoun. Substitute WHOSE + NOUN and move to the beginning for possessive information questions.

PRACTICE

Form information questions from the following statements. Use WHOSE.

This is Peter's book.

→ Whose book is this?

This is your car.

→ Whose car is this?

That is Mary and Jane's home.

These are their papers.

That was his desk.

It is her radio.

Those are my pictures.

They are John's.

It is our favorite sport.

That is his most famous painting.

STUDY (4)

Possessive + sentence as the modifier of a noun: *He is an artist whose paintings I admire.*

Notice the combination of sentences:

1. He is an ARTIST. + 2. I admire **HIS PAINTINGS.**

WHOSE PAINTINGS

He is an ARTIST WHOSE PAINTINGS I admire.

Change the possessive (HIS) of Sentence 2 to WHOSE and place WHOSE + NOUN at the beginning of it.

Then place the second sentence after the noun modified.

PRACTICE

1. Combine the following sentences. Eliminate the possessive noun or pronoun. Use WHOSE.

That is a painter. I like that painter's works.

→ That is a painter whose works I like.

Here is the teacher. I enjoyed his class.

→ Here is the teacher whose class I enjoyed.

There is the doctor. His son is a friend of mine.

→ There is the doctor whose son is a friend of mine.

This is the man. We visited his home.

They are the students. We know their teacher.

That is the boy. I drove his car.

She is the secretary. I took the secretary's pen.

You are the writer. I am reading your book.

This is the girl. I took her sister to the party.

Here is the artist. His paintings are beautiful.

That is the lawyer. His brother lives in New York.

John is the student. His father is a businessman.

2. Sentences modifying a noun in the superlative are like those modifying nouns not in the superlative. EVER may be used in the subordinate sentence as an intensifier.
Answer individually.

What is the hottest city that you have ever visited?

→ The hottest city that I have ever visited is Miami.

What is the farthest you have ever swum?

→ The farthest I have ever swum is one mile.

What is the biggest country that you have ever visited?

What was the most delicious meal you have ever eaten?

Who is the most famous artist whose paintings you have seen?

Who is the most interesting person whom you have ever met?

What is the most interesting subject that you have ever studied?

What is the most exciting thing you have ever done?

Who is the most modern writer whose books you have studied?

What is the most beautiful song that you have ever sung?

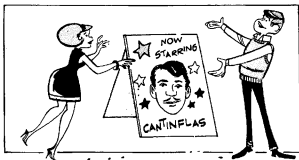
Who is the friendliest person whom you have ever met?

Who is the most popular singer whose songs you have listened to?

Who is the most intelligent person whom you have ever met?

What is the nicest present you have ever gotten?

SPEAK



Jane: Paul, whose picture is this?

Paul: That's the one the teacher showed us last month. It's a picture of Cantinflas.

Jane: It's one of the best pictures that I have ever seen of him.

Paul: I would certainly like to see some of the movies that he has made. I hear they're very funny.

Jane: He's an actor whom I like very much.

Paul: I'm not surprised. He's one of the greatest actors that Mexico has ever produced.

Jane: Well now, where could we go to get a sandwich? I'm getting hungry.

Paul: That little restaurant at the corner has the best chicken sandwiches that I've ever eaten.

Jane: All right. Let's go.

READ

Babe Ruth was the greatest batter that baseball ever produced. He had a personality that caught the imagination of fans everywhere. He was the biggest attraction in baseball history. A Japanese magazine listed him among the most famous personalities in Japan over a forty-year period; all the other names were Japanese.

George Herman Ruth ("Babe" was a nickname) was born in Baltimore, Maryland on February 6, 1895. He became an orphan while very young and was sent to St. Mary's Industrial School there. One of his teachers soon discovered his talent for baseball and helped him launch his career in 1914 when Ruth joined the Boston Red Sox as a pitcher.

It was after moving to the New York Yankees that he became the most famous batter in the history of baseball. In 1927 he hit 60 home runs; this is still the greatest number that anyone has ever hit in the major leagues. His longest home run was the one he hit in Tampa, Florida one spring. The ball went almost 600 feet.

He received the highest salary paid to any player in his time. It was \$80,000 — which was even more than the salary of the President of the United States at that time.

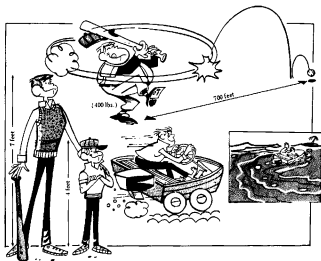
He was a great player and a friendly man whom everybody liked. He died in 1948 at the age of 53.

Answer the questions.

1. Who was Babe Ruth?
2. What was his real name?
3. Where and when was he born?
4. What was the longest home run that he hit?
5. What was his salary, and how did it compare with that of the President of the United States?
6. What type of person was he?
7. Was he liked in Japan?
8. How did he begin his career in baseball?
9. What did he become with the New York Yankees?
10. Who discovered his baseball talent and where?

THINK

Student A tells some strange things. Student B says that they are the strangest, biggest, etc., he has seen, known, imagined, heard, etc.



A: I know a baseball player who weighs 400 pounds.

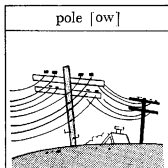
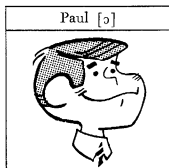
B: He is the fattest player I have ever known.

A: He hit a ball 700 feet one year.

B: That is the longest hit that I know about.

PRONOUNCE

1. Contrast [ɔ] and [ow].



Paul	taught	talk
fall	caught	walk
small	bought	chalk
tall	fought	saw
ball	thought	law

pole	go	Rose
cold	no	note
told	toe	hold
gold	grow	Rome
hold	know	phone

Paul bought chalk.

Rose sold gold.

All saw the ball.

Hold the old pole.

Paul caught the ball.

Rose phoned home.

Paul was tall.

Joe was slow.

He talked about the law.

She knows about Rome.

Paul wrote a small note.

Joe saw the pole fall.

2. Identify the sounds. Listen to each word. Write 1 for [ɔ] or 2 for [ow].

- | | | | |
|------------|-------|------------|-------|
| 1. all | _____ | 11. coat | _____ |
| 2. go | _____ | 12. Rome | _____ |
| 3. slow | _____ | 13. note | _____ |
| 4. talk | _____ | 14. nose | _____ |
| 5. ball | _____ | 15. bought | _____ |
| 6. toe | _____ | 16. fall | _____ |
| 7. joke | _____ | 17. boat | _____ |
| 8. know | _____ | 18. small | _____ |
| 9. tall | _____ | 19. home | _____ |
| 10. caught | _____ | 20. saw | _____ |

COPY (A)

Choose the word that best completes each sentence.

John produces beautiful paintings. He is a good _____.

- | | |
|-----------|--------------|
| a. artist | c. scientist |
| b. doctor | d. secretary |

These hamburgers are good, but they are not as _____ as the ones at the other restaurant.

- | | |
|----------|---------|
| a. cold | c. raw |
| b. tasty | d. hard |

Your father is your grandfather's _____.

- | | |
|--------|-----------|
| a. boy | c. man |
| b. son | d. mother |

In the last game, John hit four _____ and won the game for us.

- | | |
|------------|--------------|
| a. windows | c. balls |
| b. homes | d. home runs |

Paul is the _____ whose songs I like best.

- | | |
|------------|------------|
| a. singer | c. painter |
| b. pitcher | d. player |

Mary does not have a mother or a father. She is a (an) _____.

- | | |
|-----------|----------|
| a. orphan | c. child |
| b. cousin | d. girl |

John _____ 150 pounds.

- | | |
|-----------|----------|
| a. has | c. is |
| b. weighs | d. wears |

We visited Rome and _____ the beautiful fountains.

- | | |
|------------|---------------|
| a. thought | c. drank |
| b. admired | d. attraction |

The meeting I _____ last week was interesting.

- | | |
|-------------|-------------|
| a. heard | c. attended |
| b. extended | d. saw |

At the lake, I _____ four fish which we ate for dinner.

- | | |
|---------|-----------|
| a. took | c. caught |
| b. got | d. held |

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

This is the boy _____ book I have. fight

Mary bought a new dress and came to _____
it to me. whose

At dinner she _____ meat, potatoes, and a salad. catch

Did you get there in time to _____ your bus? serve

I _____ with John because he was not right. show

My brother is the best player in the _____. league

John gave me a beautiful _____ for my birthday. attraction

Peter won the game for us. He is our best _____
player. personality

We want somebody with a nice _____. present

Baseball is a great _____ for many Americans. baseball

We went to the restaurant on the ____ for dinner.	couple
Two people are called a ____.	corner
Steven produced some good compositions in his class. He should become a ____.	writer
John is his first name, and he does not have a ____.	nickname
The hamburgers at that restaurant are ____.	real
They call him Frank, but his ____ name is Francis.	industrial
Chicago is an important ____ center.	delicious
There are many ____ automobile accidents in the United States each year.	ever
This is the best meal I have ____ eaten.	major
You must take John to the ____ or he won't make the plane.	magazine
His ____ is \$10,000 a year.	airport
I want to buy a ____ to read before I leave.	salary
I had many ____ on the subject, but I said nothing.	talent
I do not have any ____ at all for painting.	thought
Babe Ruth was very popular. He had many ____.	President
It is important for the ____ to keep his eye on the ball.	career
My brother wants to make his ____ in sports.	fans
Every four years Americans elect a ____.	batter

UNDERSTAND

Baltimore

George

Japan

Maryland

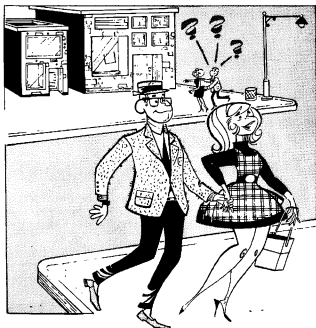
Picasso

Red Sox

St. Mary

Yankees

Unit 8



MEMORIZE

John: I don't like to see women wearing short dresses or men's clothes.

Helen: Why don't you? They're very comfortable.

John: Maybe. But look at that couple. Why is she wearing a very short dress?

Helen: It's hot today.

John: But he's wearing long pants. Isn't it hot for him, too?

Helen: Maybe he doesn't want to be comfortable.

John: Then why do some women wear short dresses in winter?

Helen: Because it looks good and it's fashionable.

John: So there's more to clothes than being comfortable.

Helen: That's right. Variety and style are important too.

I don't like to see women wearing short dresses or men's clothes.

Why don't you? They're very comfortable.

Maybe. But look at that couple. Why is she wearing a very short dress?

It's hot today.

But he's wearing long pants. Isn't it hot for him, too?

Maybe he doesn't want to be comfortable.

Then why do some women wear short dresses in winter?

Because it looks good and it's fashionable.

So there's more to clothes than being comfortable.

That's right. Variety and style are important too.

SUBSTITUTE

1. Why do women wear short dresses?

men's clothes?

strange hats?

earrings?

long hair?

2. Because it's the fashion.

it looks good.

it's comfortable.

it's hot.

3. Why is she wearing a very short dress?

green hat?

long coat?

boy's shirt?

4. It's hot today.

cold

comfortable

easy

new

5. Why does he wear long pants in the summer?

a tie

shoes

a hat

a coat

6. Maybe he feels comfortable.

fashionable.

cold.

elegant.

warm.

7. There's more to clothes than keeping warm.

being comfortable.

being elegant.

looking good.

being fashionable.

8. Variety is important too.

Style

Comfort

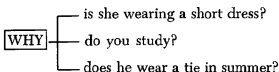
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STUDY (1)

Questions with WHY: *Why does he wear a tie?*

Notice the use of WHY:



Use WHY in questions to ask for cause or purpose.

PRACTICE

1. Change to questions with WHY.

She's wearing a short dress.

→ Why is she wearing a short dress?

She wears a short dress in winter.

→ Why does she wear a short dress in winter?

He wears a tie to school every day.

→ Why does he wear a tie to school every day?

Ann asks a lot of questions in class.
Some women wear uncomfortable shoes.
Edward studied very hard.
Style is important.
Short skirts are fashionable.
Frank wears long pants in summer.
I feel comfortable in a sport shirt.
Barbara wanted to go to the library.
Earrings look elegant on some women.
John is wearing swimming trunks.

2. Ask questions with WHY.

Ask me why John wears a tie in summer.
→ Why does John wear a tie in summer?

Ask John why Mary is studying English.
→ Why is Mary studying English?

Ask me why Mary asked the question.
Ask her why short skirts are fashionable.
Ask me why Alice likes to swim.
Ask us why Robert wears a sport shirt in summer.
Ask Paul why Eugene studied last night.
Ask me why he feels comfortable in a sport shirt.
Ask me why I come to class every day.
Ask her why style is important.
Ask him why tourists go to Miami.

Ask them why women wear short dresses in winter.

Ask me why David watched television last night.

Ask Mary why Jane is wearing a bathing suit.

STUDY (2)

Notice the use of BECAUSE:

Situation: She is wearing a short dress because it's comfortable.

Question: Why is she wearing a short dress?

Answer: BECAUSE it's comfortable.

Situation: She wears a short dress in winter because it looks good.

Question: Why does she wear a short dress in winter?

Answer: BECAUSE it looks good.

Use BECAUSE to answer questions with WHY. BECAUSE can be omitted when the meaning is clear:

Situation: She's wearing a coat because it keeps her warm.

Question: Why is she wearing a coat?

Answer: It keeps her warm.

PRACTICE

1. Use BECAUSE in the answer.

Why do you like sport shirts? (*They're comfortable.*)

→ Because they're comfortable.

Why doesn't he wear a tie in summer? (*It's hot.*)

→ Because it's hot.

Why is she wearing a coat? (*She feels cold.*)

→ Because she feels cold.

Why do you like summer clothes? (*They're comfortable.*)

Why do some women wear men's clothes? (*It's fashionable.*)

Why does Mary ask questions? (*She wants to learn.*)

Why do girls wear short dresses in winter? (*Style is important.*)

Why do tourists go to Miami? (*The weather is good.*)

Why does Ann like summer weather? (*She likes to swim.*)

Why is Henry running? (*He's late for school.*)

Why didn't Charles join the school chorus? (*He doesn't like to sing.*)

Why are you wearing long hair? (*It looks good.*)

Why doesn't Paul watch television? (*He doesn't enjoy it.*)

2. Student A asks the question. Student B gives his own answer.

Ask someone why John wears a tie.

Student A: → Why does John wear a tie?

Student B: → Because (it's comfortable).

Ask someone why Mary wears short dresses in winter.

Student A: → Why does Mary wear short dresses in winter?

Student B: → Because (it's fashionable).

Ask someone why women wear men's clothes.

Ask someone why Mary asks questions.

Ask someone why girls wear short dresses in winter.

Ask someone why tourists go to Miami.

Ask someone why Alice doesn't like winter weather.

Ask someone why Paul watches television.

Ask someone why Edith is wearing long hair.

Ask someone why David is wearing a long coat.

STUDY (3)

Notice the use of MAYBE and PERHAPS:

Why is she wearing a coat?

MAYBE it's cold.

PERHAPS it's cold.

MAYBE because it's cold.

PERHAPS because it's cold.

Why is he wearing a hat?

MAYBE because it's elegant.

PERHAPS because it's elegant.

MAYBE it's elegant.

PERHAPS it's elegant.

Use MAYBE or PERHAPS to indicate possible cause or purpose.

PRACTICE

Answer individually. Use *I don't know*, and MAYBE or PERHAPS.

Why is she wearing a coat? (*It's cold.*)

→ I don't know. Maybe it's cold.

(→ I don't know. Perhaps it's cold.)

Why is he wearing a hat? (*It's elegant.*)

→ I don't know. Perhaps because it's elegant.

(→ I don't know. Maybe because it's elegant.)

Why are the stores closed? (*It's a holiday.*)

Why is she wearing a heavy coat? (*She's cold.*)

Why do men wear ties? (*It's elegant.*)

Why did John go swimming today? (*It was very hot.*)

Why does Patricia drink a lot of water? (*It's healthy.*)

Why did Victor read the book? (*It was interesting.*)

Why do women wear short dresses? (*It's comfortable.*)

Why was David absent? (*He was sick.*)

STUDY (4)

Notice the use of TO + VERB:

He studies because he wants *to learn*.

Why does he study?

TO LEARN.

I ask because I want *to understand*.

Why do I ask?

TO UNDERSTAND.

She wears earrings because she wants *to look better*.

Why does she wear earrings?

TO LOOK BETTER.

Use TO + VERB in short answers to questions with *Why*.

PRACTICE

Give short answers with TO.

He studies because he wants *to learn*.

Student A: → Why does he study?

Student B: → To learn.

I ask questions because I want *to understand*.

Student A: → Why do you ask questions?

Student B: → To understand.

She wears earrings because she wants *to look better*.

Student A: → Why does she wear earrings?

Student B: → To look better.

Women wear men's clothes because they want to be fashionable.

Mrs. Hill goes to the beach because she wants to swim.

Mr. Gordon goes to concerts because he wants to hear good music.

Edward wears a tie because he wants to look better.

Margaret went to Jane's house because she wanted to watch television.

James called David because he wanted to invite him to a party.

Alice studied the dialogue because she wanted to memorize it.

Bill gets up early because he wants to be on time.

STUDY (5)

Notice the use of **BECAUSE OF + NOUN**:

I am here because John is here.

Why am I here?

BECAUSE OF JOHN.

John likes Miami because the weather is good there.

Why does John like Miami?

BECAUSE OF THE WEATHER.

PRACTICE

Use BECAUSE OF + NOUN to answer the questions.

We are here because John is here.

Student A: → Why are we here?

Student B: → Because of John.

John likes Florida because the weather is good.

Student A: → Why does John like Florida?

Student B: → Because of the weather.

Mary wears short dresses because style is important.

Student A: → Why does Mary wear short dresses?

Student B: → Because of style.

Susan doesn't like Miami because too many people go there.

Edward goes to the beach every day because his brother likes to swim.

Robert wears sport shirts in the summer because comfort is important.

Ann wears a heavy coat because the weather is cold.

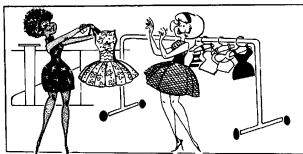
Barbara goes to the library because the English books are there.

Helen listened to the teacher because the lesson was interesting.

David needs a raincoat because the rain is heavy.

Jane wears earrings because fashion is important.

SPEAK



Susan: Look at this dress, Helen. Isn't it beautiful?

Helen: Well, the style is nice but I don't like it.

Susan: Why don't you like it?

Helen: Because of the color. And it's too short for you.

Susan: Maybe I shouldn't buy it.

Helen: Look at all the bathing suits, Susan. This store certainly has a wide variety of styles.

Susan: It certainly does. But I don't need a new bathing suit.

Helen: My brother wants a pair of swimming trunks, but I don't see any here. I wonder why.

Susan: Perhaps because they're in the men's clothing department. This is the women's department.

Helen: Then let's go there.

Susan: Wait. Let's go to the shoe department first.

Helen: Why? Do you want to buy a pair of shoes?

Susan: No. I just want to see the new styles.

READ

Styles in clothing change more rapidly because of fashion than because of comfort or necessity. Why are dresses short

one year and long the next? The weather does not vary that much from year to year.

You might try to explain changes in fashion using practical reasons. We could say, for example, that short dresses are cooler in summer and long dresses warmer in winter. But these explanations are not satisfactory. Why not? Actually, the answer is that the need for variety and the desire to be different are as important or more important than the practical reasons. Differences – even small differences – are noticed immediately. Fashions usually change because people want to be noticed.

In recent years, a new element has been introduced into fashion. It is the shock element. You shock people by doing something radically different – such as by wearing something unique. Some women, for example, wear men's clothes, while others wear extremely short or extremely long dresses.

The same shock element can be found in popular music and hair styles. Some men wear extreme lengths of hair and styles of clothes. Clothing stores often use the shock element in their windows. They like to show bathing suits in winter and winter coats in summer.

Someday these things will not shock us anymore. Then fashions will change again, because change itself is the most important element in fashion.

Answer the questions.

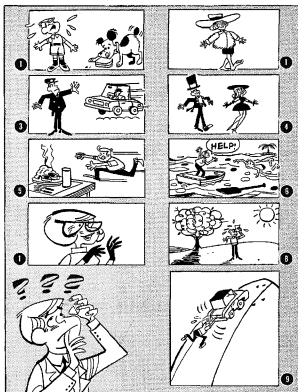
1. Why can't changes in fashion be explained by practical reasons?
2. Why do fashions usually change?
3. What new element has been introduced into fashion?
4. How do you shock people?
5. What are some examples of the shock element in clothing styles?

6. Why do styles change rapidly?
7. What do people notice immediately?
8. Why do stores show bathing suits in winter?
9. Why do some men wear very long hair?
10. Why do you agree or disagree with these explanations?

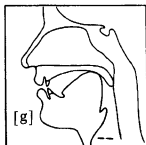
THINK

What are John's questions about these strange fashions and actions?

What would you answer?



PRONOUNCE



good	girl	guitar
get	got	guess
give	gave	given
gold	game	gift
go	glass	green

Give the girl the gold.

The girl got the gold.

Let's go to the game.

I guess it's going to be good.

Get the guitar.

They gave me their green glasses as a gift.

COPY (A)

Choose the word that best completes each sentence.

You look great! Your dress is really _____.

- | | |
|------------|------------------|
| a. ugly | c. uncomfortable |
| b. elegant | d. worst |

Bring a _____ of trunks and we'll go swimming.

- a. dozen
- b. last
- c. pair
- d. swimsuit

Can you show me your new line of fall _____?

- a. swimsuit
- b. fashionable
- c. color
- d. clothing

Change is the most important _____ in fashion.

- a. dress
- b. element
- c. style
- d. profession

Food is one of the _____ of man.

- a. qualities
- b. solutions
- c. games
- d. necessities

My new shoes are really _____. I can't even walk.

- a. uncomfortable
- b. comfort
- c. comfortable
- d. complete

Some _____ are made with the legs wider at the bottom than at the top.

- a. skirts
- b. shirts
- c. ties
- d. pants

What is _____ today may not be tomorrow because styles change.

- a. green
- b. simple
- c. fashionable
- d. international

It was a very _____ meeting because we got a lot done.

- a. pretty
- b. satisfactory
- c. useless
- d. tired

A lot of _____ makes life more interesting.

- a. reasons
- b. influence
- c. variety
- d. ice cream

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

You think it's pretty. I think it's ugly. We _____. fashion

There is a _____ of interest in men's fashions these days. actually

You mean you are _____ going to buy that dress? disagree (v)

Women's _____ change every year. reason

What is your _____ for not liking that movie? lot

Short skirts are _____ in hot summer weather. earrings

You look _____ than before. How much do you weigh? heavy

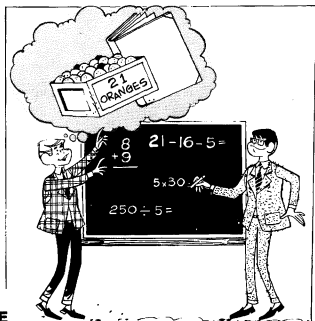
There is much more to fashion than just _____. comfort

Frank _____ sick today. He should be home in bed. practical

Mary wore a new pair of Spanish _____ with her new dress. feel (v)

Maybe it will rain today. I'll take my ____.	shock
Boys' swimsuits are often called ____.	wonder (v)
You'll stay ____ if you eat an apple a day.	raincoat
Don't go near that electric cable. It may give you a ____.	healthy
I ____ what it would be like to meet an actor in person.	swimming trunks
It ____ me to see him. He is sicker than I thought.	shock (v)
Which ____ are you taking, the yellow one or the blue one?	extremely
Rose gave the class an ____ of the use of the tape recorder.	consist
This magazine article is ____ interesting. You must read it.	explanation
Our picnic lunch ____ of hamburgers, salad, and beer.	bathing suit

Unit 9



MEMORIZE

- John: Can you do arithmetic problems in English?
- Vincent: Of course, I can. Ask me some questions.
- John: How much is eight and nine?
- Vincent: Seventeen. Aren't there any difficult problems that you can give me?
- John: Yes. You have twenty-one oranges. You sell sixteen to Philip and five to Helen. How many oranges are left?
- Vincent: None. I've sold all of them.
- John: Very good. Next, you've bought an interesting book and have read five pages a day for a month. How many pages have you read?
- Vincent: Five pages a day times thirty days is 150. I've read 150 pages.
- John: Good. However, the book is 250 pages long. How many days do you need to finish it?
- Vincent: Two hundred and fifty divided by five pages a day is fifty. I need fifty days.

Can you do arithmetic problems in English?

Of course, I can. Ask me some questions.

How much is eight and nine?

Seventeen. Aren't there any difficult problems that you can give me?

Yes. You have twenty-one oranges. You sell sixteen to Philip and five to Helen. How many oranges are left?

None. I've sold all of them.

Very good. Next, you've bought an interesting book and have read five pages a day for a month. How many pages have you read?

Five pages a day times thirty days is one hundred and fifty. I've read a hundred and fifty pages.

Good. However, the book is two hundred and fifty pages long. How many days do you need to finish it?

Two hundred and fifty divided by five pages a day is fifty. I need fifty days.

SUBSTITUTE

I. Give me some questions.

problems.

additions.

multiplications.

divisions.

2. Don't give me any questions.
problems.
divisions.
subtractions.
additions.

3. Do you have some oranges?
any apples?
some potatoes?
any tomatoes?
some bananas?

4. I don't have any fruit.
money.
candy.
brothers.
sisters.

5. Six and three is (are) _____.

eight

four

nine

five

6. Nine minus five is _____.

Seven

Ten

Twelve

Eight

7. Four times seven is _____.

six

four

eight

nine

8. Twenty-four divided by four is (are) _____.

Sixteen

Eight

Forty-four

Thirty-two

STUDY (1)

SOME and ANY: *I have some oranges. I don't have any apples.*

Notice the use of SOME and ANY in statements:

I have **SOME** oranges.

I don't have **ANY** oranges.

I need **SOME** money.

I don't need **ANY** money.

I want **SOME** potatoes.

I don't want **ANY** potatoes.

In affirmative statements, only use SOME.

In negative statements, use ANY.

SOME means more than the minimum.

ANY means the minimum or more.

Notice the use of SOME and ANY in yes/no questions:

Do you have

SOME
ANY

 oranges?

Will you lend me

SOME
ANY

 money?

PRACTICE

1. Give an affirmative answer with SOME or a negative one with ANY. Answer individually.

Do you have any money?

→ Yes, I have some.

(→ No, I don't have any.)

Can you lend me some money?

Will you ask me some questions?

Do you know any arithmetic?

Do you have any coffee?

Can I have some meat?

Would you like some milk?

Did you eat any rice?

Will you need any help?

2. Read the sentences aloud individually. Use SOME or ANY.

Do you have _____ time?

He bought _____ candy at the store.

They have not sold _____ newspapers.

Did you eat _____ cookies?

I haven't done _____ problems.

They brought _____ friends to the party.

Have you bought _____ interesting books recently?

Did he leave _____ money for me?

I found _____ important papers in his desk.

He hasn't sent me _____ letters this month.

STUDY (2)

Irregular past participles: TEACH, TAUGHT, TAUGHT.

Notice the irregular past participles:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
TEACH	TAUGHT	TAUGHT
CATCH	CAUGHT	CAUGHT
BUY	BOUGHT	BOUGHT
BRING	BROUGHT	BROUGHT
FIGHT	FOUGHT	FOUGHT
SEND	SENT	SENT

FEED	FED	FED
HEAR	HEARD	HEARD
HOLD	HELD	HELD
LEAVE	LEFT	LEFT
MAKE	MADE	MADE
SELL	SOLD	SOLD
FEEL	FELT	FELT

The irregular past participles of some verbs are the same as the past.

PRACTICE

1. Answer each question using HAS or HAVE + ALREADY + PAST PARTICIPLE.

When will she teach this lesson?

→ She has already taught it.

When will he feed the chickens?

→ He has already fed them.

When will they buy the books?

When will she bring my notebook?

When will he leave?

When will you send the package?

When will she sell her car?

When will they hear the good news?

When will you make us a cake?

When will they hold their meeting?

2. Change each sentence. Use **HOWEVER + HAS NOT/HAVE NOT + PAST PARTICIPLE**. **HOWEVER** indicates a limitation to the previous statement. End each sentence with *this week*.

He usually sells coffee at school.

→ However, he has not sold any this week.

He usually teaches in the morning.

→ However, he has not taught in the morning this week.

I usually feel tired after work.

They usually leave early.

She usually takes the bus.

She usually makes dinner at home.

I usually hear the mailman.

They usually fight.

We usually buy our lunch.

He usually brings his friend.

You usually feed the fish.

SPEAK

Helen: Well, Jane, were you able to do the arithmetic problems that Mr. Jones gave us for homework?

Jane: No, I wasn't. They were very difficult.

Helen: Maybe I can help you. Ask me some questions.

Jane: All right. You have nine pencils. You give three to me and two to Mary. How many are left?



Helen: I add three and two. Three and two equal five. I subtract five from nine. So I have four pencils left.

Jane: I understand. But here's another problem. You've bought a cake. You cut the cake in ten pieces. Two friends come to see you. Each one eats three pieces. How many pieces of cake are left?

Helen: Two times three is six. Ten minus six is four. Four pieces.

Jane: Then two more friends come to your house. How many pieces can you give each one?

Helen: Four divided by two is two. I can give each friend two pieces.

Jane: Now I understand the problems! Thank you Helen. You've been very helpful.

READ

Arithmetic is a universal science. All of mathematics is universal. Everywhere in the world people add, subtract, multiply, and divide. To buy or sell anything, you have to add and subtract. You just add the prices and subtract the total from the money given; the difference is the "change."

Most money systems — the dollar, the peso, the peseta, etc. — use the decimal system. It is easy to add, subtract, multiply, and divide money based on the decimal system. The dollar equals ten dimes; the dime equals ten cents; one hundred cents equal the dollar. The dollar also equals two half-dollars (worth fifty cents each), four quarters (worth twenty-five cents each), or twenty nickels (worth five cents each).

Arithmetic is the same everywhere, but the way people add, subtract, multiply, and divide may be different. Some use their fingers to add. Some use written numbers and symbols such as $+$ (*plus*), $-$ (*minus*), \times (*times*), \div (*divided by*) and $=$ (*equals*). Many use adding machines and computers.

New mathematics, or “new math” as it is often called, uses new methods to solve problems. It does not mean that two times two is not four. New math gives us easier ways to solve difficult problems. It also teaches problems with “sets.” For example, the set of numbers greater than 2 and smaller than 6 is 3, 4, 5. If we use symbols to write this problem, it would look like this:

$$\{ \Sigma > 2 < 6 \} = \{ 3, 4, 5 \}$$

New math is today’s “language” of arithmetic.

Answer the questions.

1. Why is arithmetic universal?
2. What does “change” mean here?
3. Are most money systems based on the decimal system?
Give an example.
4. Why is it easier to add, subtract, multiply, and divide money using the decimal system?
5. How do different people solve arithmetic problems?
6. What does “new math” try to do?

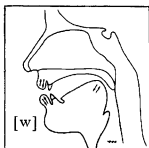
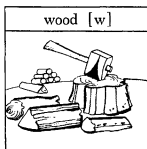
7. Are all problems easier to solve with the new math? Why?
8. Can you give an example of a "set"?
9. What are some of the symbols used in arithmetic?
10. Can you solve any arithmetic problems using new math? Give examples.

THINK

Can you do these problems in your head?

1. Mary went to the store for her mother and bought some bread for 40¢, some milk for 50¢, and a few apples for 60¢. How much did she pay for these three things?
2. Mary gave the clerk \$10, How much change did she receive?
3. The distance from New York to Buenos Aires by air is 5,300 miles. From New York to Santiago it is 5,122 miles. How much farther is it to Buenos Aires?
4. In traveling from San Francisco to Melbourne, a distance of 7,900 miles is covered. If Charles has already flown 3,500 miles, how far does he still have to travel?
5. Mr. Martin receives a salary of \$508 a month. How much does he earn in six months?
6. There are 600 students at St. Thomas' School. If the school contains 30 classrooms, find the number of students in each room.

PRONOUNCE



wood	one	William
wait	will	west
walk	we	woman
wall	wind	word
work	would	way

The west wind.

The way to work.

We would wait.

We were waiting.

We met the women on the way to work.

William will wait by the wall.

He will walk to the west wall and wait for William.

One word was written on the wall – WORK!

COPY (A)

Choose the word that best completes each sentence.

$5 \times 2 = 10$ is a(n) _____ problem.

- | | |
|----------------|-------------------|
| a. addition | c. multiplication |
| b. subtraction | d. division |

Aunt Jeanne grows lots of ____ in her vegetable garden.

- | | |
|------------|-------------|
| a. apples | c. tomatoes |
| b. chicken | d. bananas |

The _____ is an American unit of money equaling ten dimes.

- | | |
|-----------|-----------|
| a. crown | c. dollar |
| b. peseta | d. pound |

Has the _____ come yet? I am expecting a letter.

- | | |
|--------------|------------|
| a. policeman | c. lawyer |
| b. mailman | d. teacher |

When you _____ 15 from 20, the answer is 5.

- | | |
|-------------|-------------|
| a. add | c. multiply |
| b. subtract | d. divide |

The _____ of that vase is too high. I can't buy it.

- | | |
|------------|----------|
| a. price | c. piece |
| b. dollars | d. size |

The answer to an addition problem is the _____ of several numbers.

- | | |
|--------|---------------|
| a. set | c. difference |
| b. sum | d. rest |

The _____ for multiplication is \times .

- | | |
|------------|-----------|
| a. mistake | c. answer |
| b. method | d. symbol |

Twenty-one minus thirteen _____ eight.

- | | |
|--------------|-----------|
| a. answers | c. equals |
| b. subtracts | d. brings |

Most children really enjoy eating _____.

- | | |
|------------|---------------|
| a. onions | c. vegetables |
| b. cookies | d. salad |

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

A cent is sometimes called a _____ in the United States.

orange

Many _____ are grown in Florida and California.

addition

Mr. Rubin will _____ the more difficult problems on the chalkboard.

recently

When you add numbers, you are working an _____ problem.

penny

He just came _____, so he hasn't bought a house yet.

solve (v)

Many men ride horses in the _____ of the United States.

West

Did you remember to _____ the chickens?

method

William has a new _____ for solving problems.

feed (v)

Let's go to see that movie. No, thank you. I've seen it ____.	division
By using ____, I can make five pieces out of one.	already
A ____ is a long yellow fruit that grows in South America.	change
Ten ____ four equals fourteen.	minus
Ten ____ four equals six.	banana
You gave me five dollars. Your ____ is two dollars and fifty cents.	universal
The airplane is a ____ method of transportation.	plus
James sent his family a big ____ from Japan.	such as
If you ____ six by three, the answer will be eighteen.	way
You must go the other ____ if you wish to find the stewardess.	multiply
Henry has visited many countries, ____ Colombia, Mexico, and Ecuador.	flown
Have you ever ____ in an airplane before?	package
I like Picasso best. ____, I also like other painters.	left
To add a lot of large numbers, I use an ____.	however
When you subtract five from ten, you have five ____.	adding machine

You should know addition and ____ if you
want to work in a store.

subtraction

Two ____ twenty is forty.

times

UNDERSTAND

Australia

Santiago

decimal

peseta

dime

peso

nickel

William

Unit 10



MEMORIZE

John: Philip, what sports do you like?

Philip: I like football, and I like tennis too.

John: And what sports do you and Martha like, Helen?

Helen: I don't like football, and Martha doesn't either. We like swimming, but we don't like boating.

John: Do you practice any of them?

Helen: Yes, I swim very often and she does too.

John: What about you, Philip?

Philip: I play tennis every Saturday. I never miss it. And you, John, do you participate in any sports?

John: I watch all of them on television. Who doesn't?

Philip, what sports do you like?

I like football, and I like tennis too.

And what sports do you and Martha like, Helen?

I don't like football, and Martha doesn't either. We
 like swimming, but we don't like boating.
 Do you practice any of them?
 Yes, I swim very often and she does too.
 What about you, Philip?
 I play tennis every Saturday. I never miss it. And you,
 John, do you participate in any sports?
 I watch all of them on television. Who doesn't?

SUBSTITUTE

1. I like football, and I like tennis too.

swimming

boating

bicycle riding

golf

2. I don't like football, and Martha doesn't either.

tennis

boating

golf

basketball

3. We like swimming, but we don't like boating.

football.

baseball.

boxing.

hunting.

4. I swim very often, and she does too.

play basketball

play volleyball

play hockey

5. Philip plays tennis, but he doesn't play football.

play basketball.

swim.

play golf.

go boating.

6. John watches baseball on television, but he doesn't play it.

football

tennis

basketball

hockey

7. What sports do you like?

food

books

music

colors

8. I like football, and Philip does too.

baseball

swimming

hockey

bicycle riding

9. Helen doesn't like boating, but I do.

boxing

football

fishing

hunting

STUDY (1)

AND . . . TOO: *I like tennis, and he does too.*

Use AND . . . TOO with two affirmatives:

I like football. + I like tennis.

→ I like football, **AND** I like tennis **TOO.**

The AUXILIARY (DO, CAN, HAVE, BE) + TOO completes the second sentence when the predicates are the same:

John likes tennis. + I like tennis.

→ John likes tennis, **AND I DO TOO.**

Paul has studied this. + I have studied this.

→ Paul has studied this, **AND I HAVE TOO.**

Helen can swim. + I can swim.

→ Helen can swim, **AND I CAN TOO.**

Helen is a student. + I am a student.

→ Helen is a student, **AND I AM TOO.**

PRACTICE

Combine each pair of sentences. Use DO, CAN, HAVE, or BE where possible.

Robert likes boxing. Vincent likes boxing.

→ Robert likes boxing, and Vincent does too.

He can play basketball. Vincent can play basketball.

→ He can play basketball, and Vincent can too.

He has heard that story. Philip has heard that story.

Martha is a student. John is a student.

She is from Germany. He is from Germany.

Peter speaks French and English. Mary speaks French and English.

Philip plays tennis very well. Vincent plays tennis very well.

My father is going to stay in Mexico a week. I am going to stay in Mexico a week.

You should practice swimming. John should practice swimming.

You could play tennis. He could play tennis.

STUDY (2)

AND . . . EITHER: *She doesn't like football, and I don't either.*

Use AND . . . EITHER with two negative statements:

She doesn't like football. She doesn't like boating.

→ She doesn't like football, **AND** she doesn't like boating **EITHER.**

THE AUXILIARY (DO, CAN, etc.) or BE + EITHER complete the second sentence:

She doesn't like football. I don't like football.

→ She doesn't like football, **AND I DON'T EITHER.**

John can't swim. Philip can't swim.

→ John can't swim, **AND PHILIP CAN'T EITHER.**

Philip isn't a swimmer. I'm not a swimmer.

→ Philip isn't a swimmer, **AND I'M NOT EITHER.**

PRACTICE

Combine each pair of sentences.

Helen doesn't play football. She doesn't play golf.

→ Helen doesn't play football, and she doesn't play golf either.

John doesn't play baseball. Philip doesn't play baseball.

→ John doesn't play baseball, and Philip doesn't either.

You don't ride horses. I don't ride horses.

Vincent can't play today. Joe can't play today.

He hasn't finished his lesson. Joe hasn't finished his lesson.

I don't drive a car. My mother doesn't drive a car.

You shouldn't drive fast. She shouldn't drive fast.

Paul couldn't swim that far. I couldn't swim that far.
I don't swim at all. He doesn't swim at all.
We aren't leaving yet. They aren't leaving yet.

STUDY (3)

... , BUT ... : *He likes hunting, but I don't.*

Use BUT between an affirmative and a negative:

He likes football. She doesn't like football.

→ He likes football, BUT SHE DOESN'T.

He doesn't like tennis. She likes tennis.

→ He doesn't like tennis, BUT SHE DOES.

She can swim. He cannot swim.

→ She can swim, BUT HE CAN'T.

Use the AUXILIARY or BE to complete the sentence.

PRACTICE

1. Combine each pair of sentences.

Boys like to box. Girls don't like to box.

→ Boys like to box, but girls don't.

Helen studies history. Martha doesn't study history.

→ Helen studies history, but Martha doesn't.

Helen doesn't understand German. Philip understands German.

I never go swimming in winter. He goes swimming in winter.

I don't have time to go. Philip has time to go.

Philip plays tennis. John doesn't play tennis.

Boxing is too violent for Helen. Swimming isn't too violent for her.

Golf is too slow for me. Basketball isn't too slow for me.

I can't swim. My brother can swim.

2. Combine each pair of sentences.

I don't like violent sports. Helen doesn't like violent sports.

→ I don't like violent sports, and Helen doesn't either.

I like tennis. She likes tennis.

Tennis isn't violent. Boxing is violent.

Helen likes swimming. Martha likes swimming.

Helen likes fishing. She doesn't like hunting.

Philip wants to play football. John doesn't want to play football.

You should study tonight. I should study tonight.

I want to go to the game. Philip wants to go to the game.

I already know this lesson. Helen knows this lesson.

Helen doesn't want to go to the game. Martha doesn't want to go to the game.

SPEAK



Edith: What foods do you like to eat?

Mary: I like meat, and I like fish too.

Edith: And what foods do you and Bill like?

Frank: We like hamburgers, but we don't like hot dogs. I don't like fish, and Bill doesn't either.

Edith: Do you eat hamburgers?

Frank: Yes, I eat hamburgers, and he does too.

Edith: What about you, Mary?

Mary: I eat hamburgers every Sunday. I never miss them.
And you, Edith, do you like hamburgers?

Edith: I always eat them. Who doesn't?

READ

Whether as a player or merely as a spectator, just about everyone likes sports today. Of course, some people like one game and some like others. For example, many people like to watch boxing while many others don't; they say it's too violent. And there are sports preferred by men and those preferred by women. Men often like boxing, but women don't.

This doesn't mean that all men like to box and that no women do. It does mean that a female boxer would be news, while a male boxer wouldn't. Again, there may be women who hunt. But hunting is a man's sport: men hunt; women don't.

One big change in sports in modern times has been the idea of personal participation. The "spectator sports" of the past — something merely to see or hear — have become the "player sports" of today. A boy who likes tennis probably plays it too. An old man who likes football but cannot play it because of his age probably played it in his younger years.

Today's schools offer sports programs for boys and girls. Helen can't box, and Martha can't either — but they *can* play volleyball, and Vincent and John can too. So volleyball is offered in many schools, but boxing is not.

Answer the questions.

1. Do many people like sports today?
2. In your opinion, which is the most popular one in the world now?
3. Do women participate in all forms of sports?
4. Which games do you like and which ones don't you like?
5. In which sports do you participate?
6. Who prefers boxing — men or women?
7. Do you think hunting is a sport?
8. Who hunts?
9. Why is volleyball offered in many schools?
10. Is boxing offered in many schools? Why not?

THINK



tennis



football



basketball



boxing



bicycle riding



soccer



swimming



golf



horseback riding



volleyball



hunting



boating

UNDERSTAND

Mr. Johnson is a very **active** man.

busy

He **owns** the clothing store on the corner.

possesses

He also **takes part** in many town activities.

participates

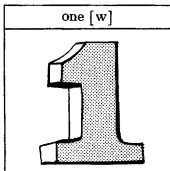
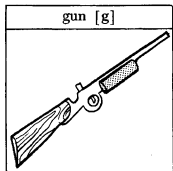
For instance, he goes to all the town meetings.

for example

He also goes to many different club meetings.	<i>group of people who meet for similar activities: football club</i>
He belongs to these clubs.	<i>is a part of</i>
Many of his friends have joined them also.	<i>became a part of; got together with</i>
One of these clubs discusses ways to make the town more beautiful.	<i>talks about</i>
Another group plans activities for young people.	<i>three or more people</i>
Mr. Johnson is also active in a third group.	<i>number three in a series</i>
This is a committee which works with teachers.	<i>group of persons who meet to take action on a particular problem</i>
They try to find ways to improve the schools.	<i>make better</i>
Mr. Johnson and the other club members work hard.	<i>persons who belong to the club</i>
They love their families.	<i>care very much for, as a mother for a child</i>
They want their children to grow up in a pleasant environment.	<i>the conditions that influence the life of a place</i>
They want to give their children a good education.	<i>learning; the years spent in school</i>
Together, Mr. Johnson and his friends make their town a better place to live.	<i>one with the others</i>

PRONOUNCE

1. Contrast [g] and [w].



gun	girl	gold
get	got	go
good	gun	guitar
give	gave	green

one	wood	walk
west	will	wind
word	wall	woman
would	wait	work

We will wait.

The girl got the guitar.

We waited for the women on the way to work.

The guests gave us a good gun.

William will wait by the wall.

Give gold.

2. Identify the sounds. Listen to each word. Write 1 for [g] or 2 for [w].

1. game _____

3. would _____

2. good _____

4. go _____

5. walk _____

8. gold _____

6. wall _____

9. one _____

7. get _____

10. give _____

COPY (A)

Choose the word that best completes each sentence.

Let's go to the movies _____ tomorrow night.

a. another

c. each

b. together

d. besides

There is a nice big lake where we can go _____.

a. boxing

c. boating

b. walking

d. hunting

A _____ of lawyers will be meeting here tonight.

a. group

c. thousand

b. program

d. house

A game of tennis offers the opportunity for _____ activity.

a. strenuous

c. personal

b. action

d. person

There is very little _____ by women in boxing.

a. game

c. amount

b. take part

d. participation

Daniel is an excellent _____. He goes to the lake every day.

- | | |
|-----------|------------|
| a. player | c. teacher |
| b. lawyer | d. swimmer |

This club has twenty-three _____ who come to every meeting.

- | | |
|------------|------------|
| a. players | c. guests |
| b. members | d. artists |

That new store on Newton Street is _____ of nice things.

- | | |
|-------------|-----------|
| a. full | c. famous |
| b. complete | d. whole |

Mary and Ann are going to _____ the German Club.

- | | |
|-------------|-----------|
| a. own | c. belong |
| b. discover | d. join |

_____ is a very violent sport.

- | | |
|-------------------|-----------|
| a. bicycle riding | c. boxing |
| b. swimming | d. tennis |

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

I've already called you two times this morning.

This is the _____ time. active

Many men like to _____ in the fall. third

He plays tennis every day. He is very _____. hunt

There will be a ____ here for dinner tonight.	love
Mothers ____ their children very much.	guest
Both men and women can play ____.	education
____ riding is a pleasant sport for families.	discuss
Every Thursday our club meets to ____ modern literature.	hockey
John wants to finish his ____ before he joins the Navy.	violent
Be careful. That horse is ____ and unpre- dictable.	bicycle
We live in a very pleasant ____ in the suburbs.	belong
Many older men play ____ frequently.	environment
Very few women ____ in the sport of football.	miss (v)
Does Helen ____ to the Modern Music Club?	golf
I'll really ____ you when you go.	take part
____ is the favorite sport of many young people.	gun
Our school doesn't ____ boxing as a sport for young men.	horseback riding
The Board of Education constantly tries to ____ the school system.	favor
____ are used for hunting.	for instance
I know many languages, ____, Italian and English.	improve

My father belongs to a ____ on education in our town.	club
There are many different ____ at school.	
I belong to two of them.	committee
Is your mother ____ having you play football?	own (v)
Steven learned to ____ in the Navy.	box (v)
Mr. Martin does a lot of _____. He has many guns.	in favor of
Do you ____ your home?	hunting

Unit 11



MEMORIZE

Clerk: Good morning. May I help you?

John: Good morning. I bought this dictionary yesterday. Do you have another one like it?

Clerk: Is this the store where you bought it?

John: Yes, it is.

Clerk: No, we don't have any others left. But we have another store where you can get it.

John: Thank you.

(At the other store)

John: I bought this dictionary at your other store. I need another one like it. They said you had other copies here.

Clerk: I'm sorry, but we just sold the last one. Could you come back next week when we might have them again, or do you want us to order one for you?

John: Please order one.

Clerk: Good. We'll call you when it arrives.

John: Thank you.

Clerk: Thank you. Come again.

Good morning, May I help you?

Good morning. I bought this dictionary yesterday. Do you have another one like it?

Is this the store where you bought it?

Yes, it is.

No, we don't have any others left. But we have another store where you can get it.

Thank you.

I bought this dictionary at your other store. I need another one like it. They said you had other copies here.

I'm sorry, but we just sold the last one. Could you come back next week when we might have them again, or do you want us to order one for you?

Please order one.

Good. We'll call you when it arrives.

Thank you.

Thank you. Come again.

SUBSTITUTE

1. Do you have another one like it?

dictionary

book

map

notebook

2. Is this the store where you bought it?

place

city

street

one

3. We don't have any others left.

books

maps

guitars

notebooks

4. We have another store.

place.

department.

office.

restaurant.

5. I bought this dictionary at your other store.

hat

suit

radio

pen

6. Could you come back next week when we might have them?

month

year

Saturday

summer

7. Please order one.

two others.

some others.

another one.

a few others.

8. We'll call you when the dictionary arrives.

the book

the dress

the coat

it

STUDY (1)

A sentence as modifier of a noun: *This is the store where I bought it.*

Notice the subordination of Sentence 2:

1. This is the store. 2. I bought it here.

WHERE

This is the store WHERE I bought it.

1. Could you come Monday?

2. We might have it **then.**

WHEN

Could you come Monday WHEN we might have it?

1. The place _____ is near.

2. I saw it there.

WHERE

The place **WHERE** I saw it is near.

The appropriate subordinating word (WHERE, WHEN) is put at the beginning of Sentence 2 (WHERE I bought it, WHEN we might have it). Sentence 2 *follows* the noun (store, Monday, place).

PRACTICE

1. Combine each pair of sentences into one.

This is the store.

I bought the dictionary here.

→ This is the store where I bought the dictionary.

He went to New York.

He saw Alice Newman there.

→ He went to New York where he saw Alice Newman.

This is the shop.

They repair TV sets here.

John visited Washington.

He saw Paul Jones there.

We ran to the park.

We had a picnic there.

The restaurant was nice.

We ate dinner there.

This was the place.

The boat sank here.

The school is far from here.

We studied there last year.

The shoe store is expensive.

I bought these shoes there.

That beach was beautiful.

We went there last week.

2. Combine each pair of sentences into one.

We'll call you on Tuesday.

It arrives then.

→ We'll call you on Tuesday when it arrives.

John saw you at ten o'clock.

You arrived at that time.

→ John saw you at ten o'clock when you arrived.

I bought this radio last month.

I was in Boston then.

They'll think of a place in the morning.

They'll have better ideas then.

David and Susan left at ten o'clock.

The concert was over then.

They told me yesterday.

I was here then.

Jane learned to swim last summer.

She was at the beach then.

Steven saw a nice shirt yesterday.

He was at the store then.

Robert watches television on Thursday.

His favorite program is on then.

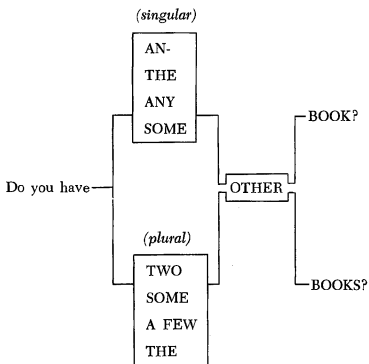
Jane will be eighteen next year.

She finishes school then.

STUDY (2)

OTHER, OTHERS, ANOTHER, THE OTHER, . . .

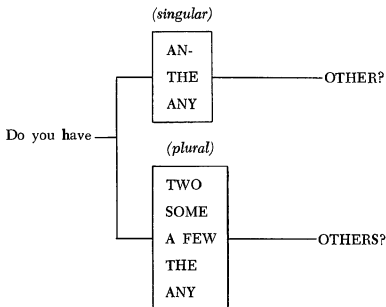
Notice the forms of OTHER as a noun modifier:



OTHER as a noun modifier does not change for plural.

ANOTHER is singular: AN + OTHER.

Notice the form of OTHER as a noun substitute:



OTHER as a noun substitute changes to plural OTHERS.

PRACTICE

1. Answer individually with OTHER, OTHERS, or AN-OTHER. Use the given word in the answer.

Does John want these books? *some*

→ No, he wants some others.

Do you like this watch? *one*

→ No, I'd like another one.

Did the store have some other dictionaries? *any*

→ No, it didn't have any others.

Did you bring the map of Washington? *one*

→ No, I brought another one.

Do you have John's typewriter? *one*

Did Mrs. Martin talk to the good students? *a few*

Did Susan see the movie? *two*

Did the students study the English dialogues? *some*

Did Jane invite many more friends? *a few*

Didn't the store order some more notebooks? *any*

Does she read some other magazines? *any*

2. Substitute OTHER, OTHERS, or ANOTHER.

John saw two places.

→ He wanted to see two others.

Mary bought a watch for her mother.

→ She wanted to buy another one.

David didn't buy any more shirts.

→ He didn't want to buy any others.

Ann went to three stores.

Frank sold some tickets.

Paul ate lunch at this restaurant yesterday.

Helen read a few books last week.

Alice answered the last question.

We didn't study any lessons.

3. Read these sentences aloud individually. Use OTHER, OTHERS, or ANOTHER to complete them.

I bought this watch here. I want to buy _____ one.

Some students came today; the _____ are coming tomorrow.

I will go to _____ store to find the watch I want.

You may have to go to many _____.

We saw two places. We want to see two _____.

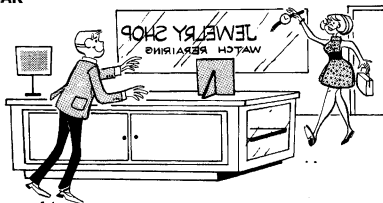
How many _____ places do you have to see?

We ate lunch at this restaurant. Let's eat dinner at _____ one.

Did you bring this map of Washington? I brought _____ one.

I'm tired of that music. Don't you know any _____ song?

SPEAK



Clerk: Good afternoon. May I help you?

Helen: Good afternoon. I bought this watch here last week.
Do you have another one like it?

Clerk: Let me see it, please. No, we don't. But we have a branch store where they have other watches like it.

Helen: Is it far from here?

Clerk: No, it's only a block from here.

Helen: Thank you.

(At the branch store)

Helen: I bought this watch at your main store. I need another one like it. They said you had others here.

Clerk: Yes, we have some others. How many more do you want?

Helen: Just one.

Clerk: Well, here's the last one. There are no others left. We'll have to order some others immediately.

Helen: Thank you.

Clerk: Thank you. Come again.

READ

One of the important new ideas in business has been that of the chain store. Another has been the department store. Still another has been the development of vending machines, stamp machines, and even change machines.

According to the chain store idea, a good store is multiplied by opening others like it, all owned by the same businessman. First one store is opened, then another and another, until many are operating under the same management. With

the addition of each new store, things can be bought by the owner in larger quantities and sold by him for less money. You can get good service in chain stores, but you lose the personal contact — good or bad — of the small businessman.

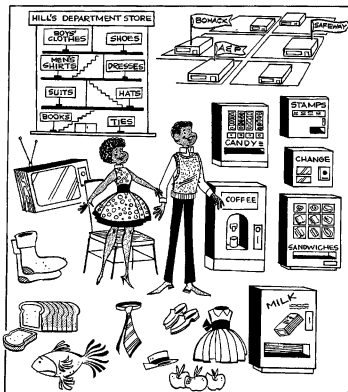
Another important idea has been that of the department store. This is a big store with many departments operated as one business. The chain store is one store repeated in many places; a department store is located in one place. In it you will find shoes in one department, food in another, and books, radios, boats, TV sets, and clothing in still others — all in the same building and all under the same ownership. But again you lose the intimate atmosphere of the small shop and personal contact with the small businessman.

Answer the questions.

1. What are three important new ideas in business?
2. What is a chain store?
3. What is a department store?
4. How is the chain store developed?
5. What are some of the things you can buy in a department store?
6. What do you lose when you buy things in a chain store?
7. What do you gain?
8. What are some of the things you can buy from machines?
9. What advantages does a chain store have?
10. What advantages does a department store have?

THINK

Talk about places where you can buy specific things.



UNDERSTAND

John was looking for a dictionary
so he asked the clerk for some
assistance.

help

The clerk said they were out of
them.

didn't have any left

However, he said he could get a
copy of it for John.

*another one exactly
like it*

So the clerk called their **branch** store, and they had one.

a smaller store of a main store

John said he would go there in an **hour** to buy the book.

*amount of time:
60 minutes*

Later, he went to the department store to buy a **comb**.



*article for grooming
the hair*

He also bought a brush.



*article for cleaning
or grooming*



He looked for some knives for his mother . . .



article to eat with

but he couldn't find any, so he bought some forks instead.



article to eat with

He bought a **pipe** for his father, . . .



used for smoking

a **skirt** for Mary, . . .



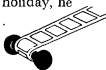
article of clothing

and a **blouse** for Helen.



article of clothing

Since tomorrow is a holiday, he bought some **film** . . .



*material used for
taking photographs*

to take photos at the **seashore**.

beach



Then he bought a **bucket** in another department.

article used for carrying water, etc.



He wanted to buy a **flag** . . .



banner made of cloth

but he couldn't find a **cheap** one.

inexpensive

He also wanted to **purchase** something for Jane's birthday, . . .

buy

and he spoke to the **manager** about sending it to her.

head of a department

Finally he bought a **horn**.



musical instrument

When he left, it had started to rain so he opened his **umbrella**.

article used for protection against the rain

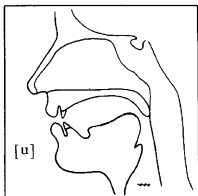
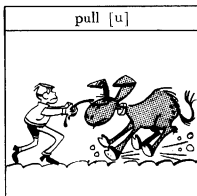


He put on his **gloves** because it was cold.



article of clothing to cover the hands

PRONOUNCE



pull	full	put
could	would	should
look	cook	took
foot	book	good

He looked at the wood.

It looked good.

He could cook with this wood.

He put it where he should.

He would cook when it was full.

He pulled it with his foot.

COPY (A)

Choose the word that best completes each sentence.

We heard some beautiful music at the _____.

- | | |
|------------|------------|
| a. library | c. concert |
| b. store | d. school |

We cannot see the movie because we lost our _____.

- | | |
|------------|------------|
| a. tickets | c. books |
| b. papers | d. letters |

We took some beautiful pictures with _____. we bought yesterday.

- | | |
|----------|----------|
| a. music | c. fire |
| b. film | d. story |

A store repeated in many places is a _____ store.

- | | |
|---------------|-----------|
| a. department | c. large |
| b. chain | d. market |

A department store is a store where you can _____ almost anything.

- | | |
|---------|-------------|
| a. take | c. purchase |
| b. sell | d. save |

I wanted to buy some coffee, but there were no _____ in the store.

- | | |
|---------------------|---------------------|
| a. washing machines | c. milk |
| b. departments | d. vending machines |

The chain store has many stores. The individual ones are called _____ stores.

- | | |
|---------------|------------|
| a. department | c. small |
| b. branch | d. markets |

I would like to buy another _____ of this book.

- | | |
|----------|----------|
| a. paper | c. one |
| b. copy | d. piece |

I'm sorry, but we don't have any more pens. We _____ them.

- | | |
|---------------|----------|
| a. are out of | c. buy |
| b. lose | d. leave |

These books cost less than the others. They are very _____.

- | | |
|--------------|----------|
| a. expensive | c. cheap |
| b. nice | d. small |

COPY (B)

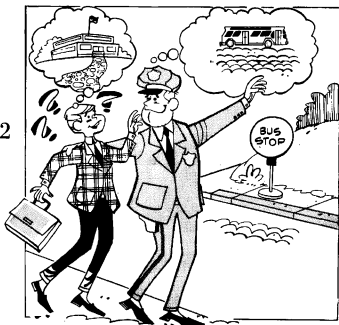
Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

- | | |
|--|--------|
| I'm _____, but we have no more books. | define |
| I wanted to go with you, but I _____ late. | arrive |
| Can you _____ the word "umbrella"? | sorry |
| I'm sure I _____ weight today. | pull |
| This box is heavy. We'll have to _____ it. | gain |

- | | |
|---|-------------|
| I'll be happy to help you, but I have not had much _____. | specific |
| I attended a _____ school for three years. | experience |
| I cannot pass the test without more _____. | assistance |
| I need some _____ with the work. | public |
| Are there any _____ reasons for his actions? | preparation |

The colors of the ____ of the United States are red, white, and blue.	glove
John bought a ____ for his hair.	flag
Mary went to the store and bought a new ____ to paint with.	umbrella
It began to rain, and I didn't have my ____.	comb
My hands were cold, so I wore my ____.	brush
I will be there in two ____.	pipe
I cannot eat my meat without a ____.	blouse
I do not have cigarettes, but I have a ____.	bucket
John went to get a ____ of water for the fire.	hour
It was a beautiful day, so we went to the ____.	fork
There are no pockets in this ____.	seashore
If you want to order a book, you must speak to the ____.	knife
John played his ____ all day long and gave his mother a headache.	manager
I don't know what to buy Bill for his birthday. Do you have any ____?	horn
She likes to wear short ____.	suggestion
I hurt myself with the ____.	skirts

Unit 12



MEMORIZE

John: Pardon me. Can you tell me where the school is?

Policeman: Which one, the high school or the elementary school?

John: I think it's the high school.

Policeman: Take a bus at the corner and ask the driver where the high school is.

John: Thank you.

Policeman: You're welcome.

(On the bus)

John: Will you tell me when we get to the high school, please?

Driver: Yes, I'll announce it when we come to the nearest stop.

. . .

Driver: O.K., here's your stop. There's the school.

John: Thank you. I can see where it is.

Pardon me. Can you tell me where the school is?
Which one, the high school or the elementary school?

I think it's the high school.

Take a bus at the corner and ask the driver where the high school is.

Thank you.

You're welcome.

Will you tell me when we get to the high school, please?

Yes, I'll announce it when we come to the nearest stop.

O.K., here's your stop. There's the school.

Thank you. I can see where it is.

SUBSTITUTE

1. Can you tell me where the elementary school is?

the high school

the hospital

the bookstore

the park

2. Where is Edison Avenue, please?

the school

the river

the park

3. I think it's the high school.

elementary school.

hospital.

park.

4. Ask the driver where the high school is.

bookstore

river

hospital

5. Will you tell me when we get to the high school?

the bus stop?

Edison Avenue?

the park?

6. I can see where it is.

he

she

the school

7. Do you know where John studies?

when

what

why

how

8. I'll announce it when we get to the nearest stop.

station.

street.

store.

office.

PLAY

TWENTY QUESTIONS

(Read in dialogue form to understand the game)

I am thinking of a place.

Is it a place where people live?

No, it isn't.

Is it a place where people play?

No, it is not.

Is it a place where people work?

Yes, it is.

Is it a factory?

No, it's not.

Is it a place where people read?

Yes, it is.

Is it a library?

No, it's not.

Is it a place where people study?

Yes, it is.

Is it a school?

Yes, it is.

Is it Edison High School?

No, it's not.

Is it Edison Elementary School?

Yes, it is!

Rules:

1. Use only yes/no questions.
2. Give only yes/no answers.
3. The one who identifies the subject is the leader of the next game.
4. Only twenty questions may be asked in each game.
5. The leader of the game may ask for general or specific identification. (*Is it all the boys in this class? Is it a broom? Is it Mary's right shoe?*)

Other topics:

1. The kitchen of a particular house.
2. The place where somebody was born.
3. A particular street.
4. A popular food.
5. The nose of a particular person.

STUDY (1)

Subordinate sentence as object: *I know where it is.*

Notice the subordinate sentence (2):

1. I know (something).

2. It is **there.**

WHERE

I know **WHERE** it is.

1. I know (something).

2. It is **tomorrow.**

WHEN

I know **WHEN** it is.

1. I know (something).

2. It is **a school.**

WHAT

I know **WHAT** it is.

Use the appropriate subordinating word (WHERE, WHEN, WHAT) at the beginning of Sentence 2.

Use Sentence 2 as the object of Sentence 1.

PRACTICE

Subordinate the second sentence. Answer individually.

He can see the place. It is there.

→ He can see where it is.

I know the time. It will be tomorrow.

→ I know when it will be.

She announced something. It will be a game.

→ She announced what it will be.

He explained something. He was absent. Why?

→ He explained why he was absent.

We told him the place. It would be at the park.

He knew the time. The game would be then.

I guessed the thing. It was a frog.

Helen didn't know the place. It was in her desk.

She didn't remember the day. It was yesterday.

I told her. It was a green frog.

They didn't say. They brought it to class. Why?

STUDY (2)

Subordinate question as object of a question: *Can you tell me where the school is?*

Notice the subordinate question (2):

1. Can you tell me (something)?

2. **WHERE** is the school?

Can you tell me **WHERE** the school is?

1. Do you know (something)?

2. **WHEN** does John study?

Do you know **WHEN** John studies?

1. Will you tell us (something)?

2. **WHEN** can we see him?

Will you tell us **WHEN** we can see him?

Subordinate questions:

(a) keep the interrogative (**WHERE, WHEN, WHAT, WHY**).

(b) are in statement form (*the school is, John studies, we can see him*).

PRACTICE

Student A reads the questions. Student B combines them. Student C answers in the affirmative or the negative. Answer individually.

Student A: Where is the bookstore? Do you know?

Student B: → Do you know where the bookstore is?

Student C: → I know where it is.

(→ I don't know where it is.)

Student A: Where does John study? Will you tell me?

Student B: → Will you tell me where John studies?

Student C: → I will tell you where he studies.

(→ I won't tell you where he studies.)

Student A: Where can I buy some paper? Could you tell me?

Student B: → Could you tell me where I can buy some paper?

Student C: → I can tell you where you can buy it.

(→ I cannot tell you where you can buy it.)

Where is John? Do you know?

When will he come? Can you tell me?

What should he do? Who knows?

Why is he absent? Does anybody know?

What is the lesson for tomorrow? Will you tell me?

Where can I find it? Could you tell me?

When will the test be? Did they know?

Why is it tomorrow? Do you know?

Where does John study? Does she know?

When does he study? Can you ask him?

Why do you want this? Will you tell the teacher?

Where can I find a bookstore? Do you know?

When do they close? Do you know?

Where did he buy the dictionary? Can you tell me?

Why does he need it? Do you know?

Where can we buy this medicine? Could you tell me?

STUDY (3)

Subordinate question in polite expressions with COULD, WOULD, SHOULD: *Could you tell me where the bus is?*

Notice the sequence of tenses in these polite expressions:

COULD
WOULD

 — you tell me where the bus —

IS
STOPS

 ?

SHOULD

 — I tell him where the bus —

IS
STOPS

 ?

COULD, WOULD, and SHOULD in polite expressions call for the present tense in the subordinate question.

PRACTICE

Combine the two sentences. Use COULD, WOULD, or SHOULD. Answer individually.

Where is the bus? Tell me.

→ Could you tell me where the bus is?

Where does the bus stop? Do I tell them?

→ Should I tell them where the bus stops?

When does John study? Tell me.

→ Would you tell me when John studies?

Where is the building? Do I tell him?

What is it? Tell me.

Where are your parents? Tell me.

What was the story? Tell her.

Where is she? Do I tell him?

Where is the bookstore? Tell her.

When is the game? Do I tell them?

Where is the school? Tell me.

LEARN

Irregular past participle forms: RISE/ROSE – RISEN.

Learn these irregular past participle forms:		
<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
RISE	ROSE	RISEN
ARISE	AROSE	ARISEN
FALL	FELL	FALLEN
WRITE	WROTE	WRITTEN
EAT	ATE	EATEN
FORGET	FORGOT	FORGOTTEN
HIDE	HID	HIDDEN
RIDE	RODE	RIDDEN
BREAK	BROKE	BROKEN
CHOOSE	CHOSE	CHOSEN

These irregular past participles all end in -EN.

PRACTICE

Answer each question in the negative, using HAVE NOT / HAVEN'T + PAST PARTICIPLE . . . + YET.

Did you ride on the new subway?

→ No, I haven't ridden on it yet.

Did Mr. Hill write to his daughter?

→ No, he hasn't written to her yet.

Did the sun rise?

Did Mary hide the medicine from the baby?

Did Henry choose the flight he will take to San Francisco?

Did the apple fall from the tree?

Did that subject arise in your discussion?

Did Martha forget about our fight?

Did you eat dinner?

Did they break the news to Mrs. Connors?

SPEAK



John: Pardon me. Can you tell me where the tourist office is?

Henry: I think it's in a tall building on the right.

John: Is it far from here?

Henry: No, it's not. Go two blocks to that corner and ask the policeman where the building is.

John: Thank you.

Henry: You're welcome.

(At the corner)

John: Could you tell me where the tourist office is?

Policeman: There's the building. The tourist office is on the second floor.

John: Thank you. I can see where it is. Do you know when it opens?

Policeman: Yes. I think it opens at 9 o'clock.

John: Thank you very much.

READ

You really need a map when you want to find a place in a strange city. You need a map, but you still have to ask many questions.

Suppose you want to buy a hat. First, you have to ask where hats are sold. So you ask somebody, "Could you tell me where I can buy a hat?" He or she answers, "The best place is Henry's Hat Store."

"Could you tell me where it is?"

"It's on the Avenue of the Americas."

"Thank you, but I don't know where the Avenue of the Americas is. Could you tell me how I can get there?"

"Yes, of course. Go three blocks this way, then turn left for two blocks, then turn right and go to the second traffic light — but don't turn there. Go about four blocks more and

...” By this time you do not remember what he said at the beginning. And your destination is more than a mile away!

Distances in large cities are often longer than you can walk. You could take a taxi when the distance to be traveled is more than half a mile. But you may not know how far the place is. I was surprised when I stopped a taxi one day. I said, “Can you take me to the International Bank?” The taxi driver looked at me with surprise and said, “There it is in front of you. You don’t need a taxi!” He was an honest man.

For longer distances you can take a bus or the subway. But you still have to study the map and ask questions:

“Could you tell me when the next bus leaves?”

“Which one?”

“The one that goes to the Avenue of the Americas.”

When you use the subway, watch the stations carefully. You have to get out quickly when the train stops. After only fifteen seconds the train starts moving again. Since the next station is a mile away, you cannot walk back. You will have to take another train or a taxi.

When you finally get out at the station you have to ask again: “Do you know where Henry’s Hat Store is? Could you tell me when the stores close? Should I study my map again?”

Answer the questions.

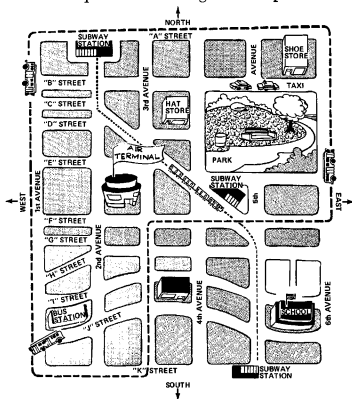
1. What must you do when you want to find a place in a strange city?
2. How did the taxi driver show that he was an honest man?
3. What transportation would you take when you wanted to go a long distance?
4. When would you prefer to take a taxi?
5. What must you watch when you take the subway? Why?

6. How many blocks are there in a mile?
7. Many people get lost in a strange city. Have you ever been lost?
8. Do you remember the directions most people give you?
9. How would you ask for directions to find a shoe store?
10. Why do we need taxis and buses in a big city?

THINK

Ask indirect and polite questions about HOW to go from one place to another in this city, WHERE to get on and off buses and subways, and WHEN buses, etc., stop at a particular place.

Answer the questions according to the map.



UNDERSTAND

There was George standing on the bridge .	<i>a way built across water</i>
He seemed confused to me.	<i>mixed-up</i>
He went to the other side of the bridge.	<i>opposite edge</i>
A few minutes later he went straight to the corner.	<i>directly</i>
Then he went across the street . . . and stopped near a sign .	<i>to the other side a notice</i>
It was on the opposite side of the bridge.	<i>other</i>
There he began to take pictures with his camera .	<i>device used to take pictures</i>
He spent half an hour in the process .	<i>action</i>
It was 5 o'clock and he was still there .	<i>yet</i>
He had a big smile on his face.	<i>movement of the mouth to show happiness</i>
I said to myself, "What an agreeable person he is!"	<i>pleasant</i>
He hung his camera over his shoulder . . .	<i>part of the body between the neck and the arm</i>
and removed his hat.	<i>took off</i>

He signaled for a taxi.

made a sign

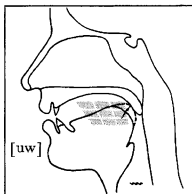
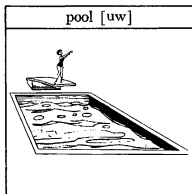
He entered and left for some
other place in the city, . . .

got in

probably to have a wonderful
dinner at one of the city's best
restaurants.

excellent

PRONOUNCE



pool	soup	shoe
food	move	whose
choose	lose	who
spoon	moon	room
do	June	school
two	tooth	too

Who chooses the food?

Whose spoon did you lose?

Do you approve of two pools?

June will come soon.

Did you lose your shoe at school?

Will you move to the moon soon?

COPY (A)

Choose the word that best completes each sentence.

James gave back the money he found. He is an _____ man.

- | | |
|--------------|--------------|
| a. expensive | c. ugly |
| b. honest | d. important |

The man on TV _____ that it would rain today.

- | | |
|---------------|------------|
| a. announced | c. forgot |
| b. introduced | d. ordered |

Ann is six years old. She goes to _____ school.

- | | |
|----------|---------------|
| a. high | c. elementary |
| b. young | d. law |

You must go to the train _____ to buy your ticket.

- | | |
|------------|----------|
| a. stop | c. house |
| b. station | d. state |

_____ you get lost. What will you do?

- | | |
|-----------|------------|
| a. forget | c. suppose |
| b. guess | d. decide |

The subject of philosophy did not _____ in our discussion.

- | | |
|--------------|-----------|
| a. introduce | c. get up |
| b. arise | d. arrive |

The school isn't on this side. It's on the _____ side.

- | | |
|-------------|------------|
| a. another | c. foreign |
| b. opposite | d. distant |

He took pictures with his _____.

- | | |
|-----------|----------|
| a. camera | c. cable |
| b. movie | d. photo |

John is always happy. He always wears a _____.

- | | |
|----------|----------------|
| a. joke | c. tie |
| b. smile | d. personality |

He is in the _____ of typing a paper.

- | | |
|----------------|---------------|
| a. activity | c. profession |
| b. preparation | d. process |

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

The bank is on your left, the library on
your _____. stop (n)

Please turn _____ the radio, since I am
trying to sleep. right

You get off the bus at the next _____. hide (v)

He _____ all his money under the bed. off

We saw a _____ movie last night. wonderful

Is he _____ doing his homework?	subway
John is a very _____ person.	still
After taking pictures, he hung his camera over his _____.	finally
The team has _____ won a game.	agreeable
Use the _____ when you have to go many blocks.	shoulder
There is only one _____ that goes across the river.	half
Please _____ your shoes before you come into the room.	bridge
He _____ before he turned the corner.	enter
You must _____ through this door only.	remove
We ate _____ the birthday cake at the party.	signal (v)
Some businessmen bought that _____ near the train station.	lost
Don't _____ to bring your records to the party.	factory
The bicycle fell over on its _____.	side
Every country needs a good _____.	forget
To get to the bridge, go _____ for one mile.	leader
It is very easy to get _____ in a strange city.	straight
The library is only two blocks _____.	across
I'm going _____ the street to buy some eggs.	away

Who are you? May I see some _____
please?

sign

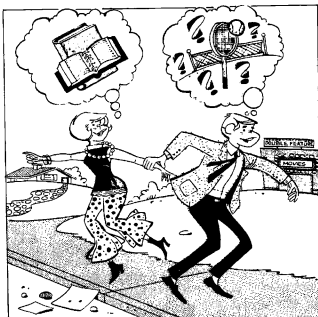
The _____ of this book is very boring.
I hope it gets better.

beginning

Be careful. There is a stop _____ at the
corner.

identification

Unit 13



MEMORIZE

John: How could I play tennis tomorrow?

Helen: By staying home today and doing your work.

John: But I wanted to go to the movies today.

Helen: Now how can you go out every day and still do your work?

John: I don't know. Wouldn't you like to go to the movies with me?

Helen: Oh, no. I have to study.

John: You'll miss a fine picture!

Helen: I know, but how can I go to the movies and do my work at the same time?

John: I don't know either. It's an interesting problem.

How could I play tennis tomorrow?

By staying home today and doing your work.

But I wanted to go to the movies today.

Now how can you go out every day and still do your work?

I don't know. Wouldn't you like to go to the movies with me?

Oh, no. I have to study.

You'll miss a fine picture!

I know, but how can I go to the movies and do my work at the same time?

I don't know either. It's an interesting problem.

SUBSTITUTE

1. How could I play tennis tomorrow?

go to the movies

watch television

go swimming

study

2. By staying home today.

doing your work

studying

working

not going out

3. How can you go out every day and do good work?

go to the movies

play tennis

watch television

play

4. How can you go to San Francisco from here?

New York

London

Miami

Chicago

5. How can I go to the movies and do my work?

finish the lesson?

study this problem?

answer this letter?

read this book?

STUDY (1)

Questions with HOW + AUXILIARY: *How can you go?*
How did you go?

HOW CAN I go to the movies
tomorrow?

By studying today.

HOW CAN I go to the airport?

By bus.

HOW DO you go to the theater?

By taxi.

HOW DID you come here?

By walking.

HOW DO you usually walk?

Slowly.

HOW DID you walk today?

Fast.

HOW DID you write this lesson?

With a new pen.

Use HOW + AUXILIARY in questions of manner, instrument, or means.

PRACTICE

Ask questions about manner, instrument, or means.

I went to the circus yesterday.

→ How did you go to the circus?

I can study the lesson now.

→ How can you study the lesson now?

John can go to the theater tomorrow.

I usually go to school.

I went to school today.

Helen expects to talk to her father.

She communicates with him.

She can send him a telegram.

John can help her.

He goes to the telegraph office.

He copies the telegram.

STUDY (2)

Answers to questions with HOW + AUXILIARY: *By studying. By bus.*

Action

How can I play
tennis tomorrow?

BY STAYING home
today.

How can I go to
the movies tomorrow?

BY DOING your
work today.

How can I learn
this lesson?

BY STUDYING it
carefully.

Use BY + the -ING form of the verb in verb answers.

Instrument
or means

How can I go to New York?

BY PLANE.

How can John go to school?

BY BUS.

How does he go to school?

BY CAR.

Use BY + NOUN as means or instrument.

PRACTICE

1. Use the verbs STUDY, WRITE, or SWIM in the answers.

How can you learn English?

→ By studying.

How did you communicate with Helen?

→ By writing.

How can you go across the river?

→ By swimming.

How can you go to the boat?

How can you learn mathematics?

How can you receive more letters?

How can you do good work in school?

How did you get across the lake?

How did you obtain that information?

2. Use the nouns TAXI, LETTER, or BOAT in the answers.
Answer individually.

How can you go across the river?

→ By boat.

How can you go to the airport?
How do you communicate with your mother?
How can you go from Europe to New York?
How did you tell your father?
How do you go to the bus station?
How did Columbus go to America?
How did you obtain that information?
How did you get across the lake?

STUDY (3)

Answers to questions with HOW + AUXILIARY: *In a taxi.*
With a pen.

How did you go home yesterday?	IN a taxi.
How did you study the lesson?	WITH a dictionary.
How can you write so clearly?	WITH my new pen.

Use PREPOSITION (WITH, IN) + NOUN to answer questions with HOW + AUXILIARY.

PRACTICE

Use IN or WITH in the answers. Answer individually.

How did he do it? *knife*

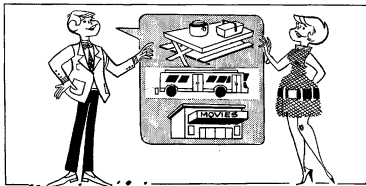
→ With a knife.

How did he go there? *taxi*

→ In a taxi.

How did you see him? *my own eyes*
How did they pay him? *dollars*
How did he plan it? *a friend*
How did he catch it? *his hands*
How did he take it? *a suitcase*
How did they prepare it? *potatoes*
How did they eat it? *knife and fork*
How did they keep the water? *bottle*

SPEAK



John: How can I get to the picnic tomorrow?

Helen: By buying a bus ticket today.

John: But I wanted to go to the movies today, and I won't have enough money.

Helen: How can you go out every day and have any money left?

John: I don't know. Maybe you can help me?

Helen: How could I help you?

John: By lending me the money for the bus.

Helen: Oh, no. I need the money for my ticket.

John: Then I'll have to miss the picnic.

Helen: You don't have to miss it. Don't you know how?

John: Sure I know. By not going to the movies!

READ

Entertainment is important in modern life. Everybody needs it, and everybody tries to find the entertainment he enjoys. How and where do young people find entertainment today? In many ways and in many places. By going to parties and dancing. By going to football games, or by playing tennis or participating in other sports. By playing a musical instrument. Or simply by staying home and watching TV. How do they get to places of entertainment? In different ways: by bus, by bicycle, by taxi, or by calling a friend and asking for a ride.

Adults may have other preferences. They often prefer less active entertainment. How do they find entertainment? By going to concerts or to the theater, by going out to dinner with friends, by reading a good book — and, of course, by staying home and watching TV too. But parents may not agree with their children on the program to watch on TV. A boy might prefer a football game and a girl, a song and dance program. Mother probably favors a homey story, while Dad prefers the news and a mystery movie. Sharing is part of watching TV — and almost everybody likes to watch TV!

Whatever he does and wherever he finds it, no one can go through life without regular entertainment. Why not? Because, as the old saying goes: "All work and no play makes Jack a dull boy."

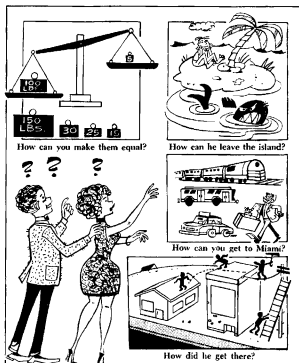
Answer the questions.

1. What do young people do for entertainment?

2. How do they get to places of entertainment?
3. What do adults do for entertainment?
4. Is entertainment important? Why?
5. What kinds of entertainment do you like?
6. What do children do for entertainment?
7. How do you go to places of entertainment?
8. Could you live without entertainment?
9. What programs do men usually favor?
10. What did our grandparents do for entertainment?

THINK

Study each picture and tell how you can solve the problem.



UNDERSTAND

Mr. Martin went to the bank .	<i>a place where money is kept for you</i>
He needed to borrow some money . . .	<i>to receive something from someone for awhile to be re-turned later</i>
because he had many debts to pay.	<i>money owed</i>
The clerk agreed that something should be arranged for him.	<i>done</i>
He had almost no money left in his bank account .	<i>system of keeping someone's money in a bank</i>
The balance was \$5 . . .	<i>amount that is left</i>
so he needed a loan .	<i>money or thing borrowed</i>
But he had a good job , . . .	<i>position</i>
so he would be able to pay his bills and the loan soon.	<i>amount of money owed to someone</i>
He had to pay his insurance bill the following week.	<i>money given to take care of one's life, home, family, etc., in case of accident</i>
The bank was able to help him with his troubles .	<i>problems or difficulties</i>
The bank would guide him . . .	<i>help and advise</i>
and show him how to take care of his expenses .	<i>money owed; bills</i>
After he had gotten his job, he was no longer dependent on his family.	<i>to be in need of support for food, money, etc.</i>

He thought only of his **future**.

the coming years

He was a very **bright** boy and
very practical, . . .

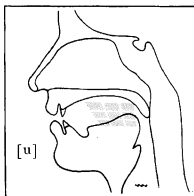
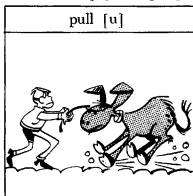
intelligent

so the **teller** agreed to give him
the money he needed.

*person who works
in a bank*

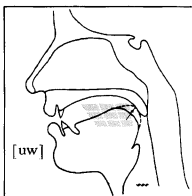
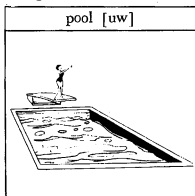
PRONOUNCE

1. Contrast [u] and [uw].



pull foot took
good wood could

put would full
look should book



pool tooth shoe
do choose lose

food school June
who two spoon

Who chooses the food?

It looks good.

Whose spoon did you lose?

He looked at the wood.

He put it where he should.

Do you approve of two pools?

He could cook with this wood.

June will come soon.

He pulled with his foot.

Did you lose your shoe at school?

2. Identify the sounds. Listen to each word. Write 1 for [u] or 2 for [uw].

- | | |
|-----------------|-----------------|
| 1. choose _____ | 11. moon _____ |
| 2. look _____ | 12. took _____ |
| 3. foot _____ | 13. lose _____ |
| 4. June _____ | 14. spoon _____ |
| 5. soup _____ | 15. wood _____ |
| 6. do _____ | 16. pool _____ |
| 7. full _____ | 17. room _____ |
| 8. school _____ | 18. foot _____ |
| 9. book _____ | 19. good _____ |
| 10. full _____ | 20. shoe _____ |

COPY (A)

Choose the word that best completes each sentence.

A(n) _____ has water all around it.

- | | |
|-------------|-----------|
| a. planet | c. bucket |
| b. bathroom | d. island |

Sometimes intelligent persons cannot _____ simple ideas.

- | | |
|----------------|----------|
| a. play | c. come |
| b. communicate | d. fight |

Please send us a _____ telling us that you have arrived.

- | | |
|-------------|--------------|
| a. telegram | c. telephone |
| b. package | d. picture |

With the _____ we can send news all over the world in a few minutes.

- | | |
|--------------|----------------|
| a. telegraph | c. transmitter |
| b. letter | d. telephone |

After an evening of _____ my feet always hurt.

- | | |
|------------|------------------|
| a. singing | c. sports |
| b. dancing | d. entertainment |

I like apples, but when it comes to vegetables I have no _____.

- | | |
|-------------|----------------|
| a. potatoes | c. preference |
| b. oranges | d. imagination |

It is very hot today. I am going swimming in the _____.

- a. pool
- b. boat
- c. bucket
- d. bathroom

I like to read short stories, but I prefer _____.

- a. novels
- b. books
- c. magazines
- d. movies

I'm very busy. I have a lot of _____ to do.

- a. help
- b. word
- c. work
- d. play

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

He went to the _____ to get some money. arrange

May I _____ your pen? I lost mine. account

John owes James and Steven money. He has
a lot of _____. bank

I have \$100 in my bank _____. debt

Can you _____ to see me at 5 o'clock? borrow

I paid \$10. The _____ was \$6. job

Robert had no money, so he went to the bank
for a _____. insurance

Mary got a _____ as a teacher today. balance

I have a lot of _____ to pay this month. bill

Do you have _____ on your car? loan

That is a big problem. You are in _____. dependent

I need someone to help _____ me in my
work. trouble

John is saving money because he has a lot of
_____ this month. expenses

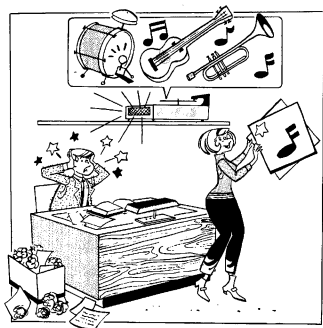
James is too young to work. He is still _____
on his family. guide

We must think of the _____ and not of the
present. teller

John's grades in school are good. He is a
_____ boy. future

Peter works as a _____ in a bank. bright

Unit 14



MEMORIZE

Victor: I don't know what to do. I can't study with all this noise. Does modern music have to be so loud?

Helen: There are different kinds of modern music; not all of it is loud.

Victor: There are different kinds of modern something, but is it music?

Helen: Of course it's music! There's jazz, there's rock and roll, there's . . .

Victor: I don't think any of it's music; I think it's all noise.

Helen: Well then, are there any songs that you like?

Victor: There are many folk songs and there are some popular songs that I like very much.

Helen: To me it's all music. I like all of it.

Victor: Well, it's still noise to me. I don't know where to study!

I don't know what to do. I can't study with all this
 noise. Does modern music have to be so loud?
 There are different kinds of modern music; not all of
 it is loud.
 There are different kinds of modern something, but is
 it music?
 Of course it's music! There's jazz, there's rock and roll,
 there's . . .
 I don't think any of it's music; I think it's all noise.
 Well then, are there any songs that you like?
 There are many folk songs and there are some popular
 songs that I like very much.
 To me it's all music. I like all of it.
 Well, it's still noise to me. I don't know where to
 study!

SUBSTITUTE

1. I don't know what to do.

what to say.

where to study.

when to leave.

whom to visit.

2. Do you know what to do?

where to go?

when to study?

whom to see?

3. He doesn't know where to sit.
what to read.
when to come.
whom to see.

4. There are different kinds of modern music.
songs.
dances.
records.
folk songs.

5. Are there any songs that you like?
dances
folk songs
kinds of music
popular songs

6. There are some popular songs that I like very much.
dances
folk songs
records
singers

7. Is there any song that you like?
piece
dance
singer
band

8. There were several kinds of modern art there.

pictures

painters

literature

poems

9. Was there an interesting picture there?

painter

painting

poem

actor

STUDY (1)

WHERE, WHEN, WHAT, . . . + TO + VERB: *I know where to go.*

Notice the use of the TO + INFINITIVE:

1. I know the place.

I know WHERE

2. I should GO there.

TO GO.

1. I know the time.

I know WHEN

2. I should GO then.

TO GO.

1. I know the thing.

I know WHAT

2. I should DO that.

TO DO.

1. I know **the person.**

I know **WHOM**

2. **I should SEE** that person.

TO SEE.

1. I know **the way.**

I know **HOW**

2. **I should STUDY** that way.

TO STUDY.

Use WHERE, WHEN, WHAT, WHOM, and HOW with TO + INFINITIVE for the second sentence when the subjects are the same.

PRACTICE

Change the second sentence to TO + INFINITIVE in the first.

I know the place. I should go there.

→ I know where to go.

He knows the thing. He can do it.

→ He knows what to do.

We don't know the time. We should eat then.

→ We don't know when to eat.

I don't know the place. I should study there.

We know the thing. We should do that.

He knows the person. He should visit that person.

Do you know the time? You should leave then.

I don't know the place. I should go there.

We know the way. We should say it that way.

You know the persons. You should meet them.

He doesn't know the time. He should call then.

You know the place. You should live there.

Will he know the way? He should study that way.

STUDY (2)

Stressed and unstressed **THERE + BE + NOUN**: *Is there a picture that you like? Yes, there is. Where is it? There it is.*

Notice the difference between stressed and unstressed **THERE**:

IS THERE a picture that you like?

Yes, THERE IS a picture that I like very much.

Where is it?

THERE it is. It is THERE.

THERE is the picture that I like very much.

ARE THERE books that you like?

Yes, THERE ARE books that I like very much.

Where are they?

THERE they are. They are THERE.

THERE are the books that I like very much.

WAS THERE a hat that you liked?

Yes, THERE WAS a hat that I liked.

Where was it? Was it THERE?

THERE is where it was. It was THERE.

Unstressed THERE + BE indicates existence.

Stressed THERE indicates place. It answers the question *Where?*

PRACTICE

1. Answer with unstressed or stressed THERE. Answer individually.

Is there any modern song that you like?

→ Yes, there is.

(→ No, there isn't.)

Where is the record that you want?

→ There it is.

Are there any dances that you like?

Is there a record that you want?

Were there any students here yesterday?

Are there any now?

Where is the boy that was here yesterday?

Was there a tall boy here yesterday?

Was there a girl with him?

Where is the girl now?

Is anybody with you now?

Was there any picture that you didn't like?

Is there any song that you want to hear?

2. Combine the two sentences. Use THERE + BE. Answer individually.

It is a novel. John likes it very much.

→ There is a novel that John likes very much.

They are popular songs. I like them.

→ There are popular songs that I like.

They are popular songs. I don't like them.

It was a picture. Paul enjoyed it.

It was another picture. He didn't enjoy it.

They are new words. I don't understand them.

They were stories. I read them many times.

It was a folk song. We learned it in school.

It was another one. We learned it at home.

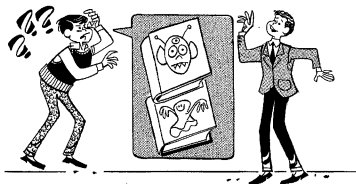
They are beautiful songs. We like them.

SPEAK

Frank: I don't know what to say. Does all modern literature have to be so strange?

Henry: There are different kinds of modern literature; not all of it is strange.

Frank: There are different kinds of modern something, but is it literature?



Henry: Of course it's literature! There's science fiction, there are comic strips, there's . . .

Frank: I don't think any of it's literature.

Henry: Well then, aren't there any books that you like to read?

Frank: Yes, many. I like to read biographies, novels, detective stories, poems, . . .

Henry: Well, to me it's all literature. I like them all.

Frank: And to me it's all so strange. I really don't know what to read anymore!

READ

Like modern clothes, modern popular music has been under the influence of "shock" psychology. To provoke the greatest shock, singers and players often wear very long hair, very short or very long clothes, very big or very small glasses. They do the most unpredictable things. Result: shock. Happy shock for most young people, who can't do enough to get noticed; terrible shock for older people, for whom any change is hard.

Actually, there is much in modern popular music that can be enjoyed by everyone. Some of today's musical forms have

created beautiful new patterns of sound; while other forms have been criticized as nothing less than a horrible plot to break the sound barrier or damage the strongest ears. But nobody has to like all modern popular music and dislike all classical music, or to like all classical music and dislike all popular music. People are too different for that.

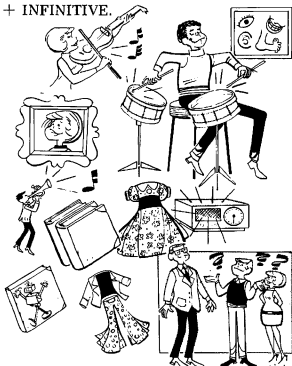
So why not accept facts? There are some people who like only popular music and there are some people who like only classical music — and many who like a little or a lot of both. Why not accept still another fact? As with food or clothes, what people like or dislike in music is a matter of individual taste. Why not? Do you like only people who are exactly like you? You like your friends because you like them — despite their “imperfections.” And that’s exactly the way they feel about you!

Answer the questions.

1. What has influenced modern popular music?
2. Is all modern popular music loud?
3. What kind of shock does modern popular music produce in young people?
4. What kind of shock does modern popular music produce in some older people? Why?
5. Do you like modern popular music? Why?
6. To what can modern popular music be compared? Why?
7. What do many young people do to attract attention?
8. Do you know what to do about loud popular music?
9. Why do you like your friends?
10. Why do your friends like you?

THINK

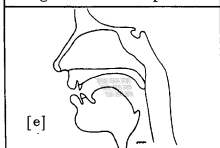
Describe what you see. Try to use sentences with unstressed **THERE + BE** and sentences with **WHAT, WHERE, . . . + TO + INFINITIVE**.



PRONOUNCE

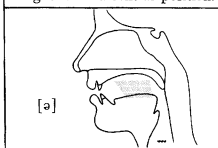
1. Stressed syllables with [e]. Unstressed syllables with [ə].

Tongue in mid-front position.



net	yes	get
pen	ten	then
help	sell	bell
rest	next	red
tell	guess	set
end	friend	head

Tongue in mid-central position.



<i>a cup</i>	<i>a net</i>	<i>the sun</i>
<i>to come</i>	<i>to get</i>	<i>to run</i>
Helen	lesson	second
element	elegant	excellent
professor	a pencil	the second
pleasant	helpful	breakfast

2. Contrast [e] and [ə].

^{e ə}
•
Helen

welcome

pencil

sentence

lesson

^{ə e}
a net

a friend

attend

the pen

accept

^{ə e ə ə}
an excellent

an elegant

^{ə e ə}
professor

experiment

The second sentence was pleasant.

The next experiment was excellent.

The professor went to get the net.

Her friend sells the bell.

Help Helen attend; then send us the pen.

Tell them the rest of the test.

COPY (A)

Choose the word that best completes each sentence.

I _____ modern music but I enjoy classical music.

- | | |
|-------------|-------------|
| a. listened | c. disagree |
| b. dislike | d. heard |

Books about the lives of famous people are called _____.

- | | |
|-----------------|----------------|
| a. philosophies | c. biographies |
| b. histories | d. geographies |

_____ are funny picture stories in the newspapers.

- | | |
|----------------|-----------------|
| a. biographies | c. clowns |
| b. novels | d. comic strips |

There are many different _____ of food; for instance, Mexican, Italian, and German.

- | | |
|----------|----------------|
| a. ideas | c. restaurants |
| b. kinds | d. fields |

Alexander plays the guitar and sings _____ songs.

- | | |
|----------|--------------|
| a. music | c. detective |
| b. dance | d. folk |

He can't see without his _____.

- | | |
|----------|------------|
| a. ears | c. glasses |
| b. glass | d. lips |

Who is in the _____ that is playing at your party?

- | | |
|---------|----------|
| a. club | c. music |
| b. band | d. song |

The rock and roll concert _____ a lot of young people.

a. attended

c. liked

b. went

d. attracted

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

Are you _____? Can you lift this package? noise

I couldn't sleep last night. There was too much _____. science
fiction

May I have your _____, please? pattern

Stories and novels about trips to other planets are called _____. strong

Many new and unusual _____ can be heard in jazz. attention

That is an _____ dollar bill. It has a mistake on it. jazz

I learned a new _____ at the party last night. detective
stories

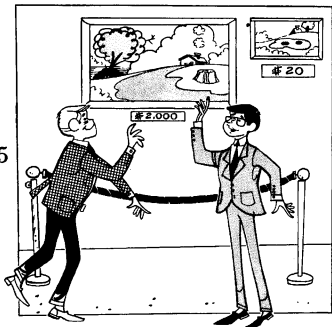
_____ is one of the more modern kinds of music. psychology

I like to read _____. imperfect

_____ developed from philosophy at the end of the 19th century. dance

Some authors can write very simple _____.	rock and roll
I don't think long hair looks so _____.	barrier
Most older people don't like _____ music.	terrible
A wall is a ____ ____ between one place and another.	poem

Unit 15



MEMORIZE

Philip: This picture is very beautiful. I like it very much.
How much does it cost?

John: \$2,000.

Philip: That's too much money for me. I can't buy it.

John: There's another one that is very beautiful too. And the price isn't too high. It's only \$20.

Philip: Yes, the price is low enough. I could buy it very easily.

John: Is it large enough for your room?

Philip: No, it isn't. It's very small.

John: Actually, it's too small. You shouldn't buy it.

This picture is very beautiful. I like it very much.
How much does it cost?
Two thousand dollars.

That's too much money for me. I can't buy it.

There's another one that is very beautiful too. And the price isn't too high. It's only twenty dollars.

Yes, the price is low enough. I could buy it very easily.

Is it large enough for your room?

No, it isn't. It's very small.

Actually, it's too small. You shouldn't buy it.

SUBSTITUTE

1. This picture is very interesting.

expensive.

beautiful.

small.

big.

2. I like it very much.

a lot.

a little.

the most.

the least.

3. That's too much money for me.

a lot of

enough

not enough

4. There's another one that is very beautiful too.

nice

expensive

large

famous

5. The price isn't too high.

very high.

bad.

low.

right.

6. I could buy it very easily.

very quickly.

easily enough.

7. Is it large enough for your room?

beautiful

big

small

nice

8. It's very small.

bad.

cold.

high.

hot.

large.

nice.

easy.

simple.

9. Actually, it's too small.

big.

large.

blue.

green.

hot.

STUDY (1)

Adverbs in -LY: *I could buy it easily.*

Notice the change from adjective to adverb in -LY:

Adjective		Adverb
bad	→ + -LY →	badLY
free		freeLY
real		realLY
large		largeLY

Many adjectives become adverbs by adding -LY.

Notice the spelling change -Y → I:

Adjective		Adverb
eas(Y)	→ + I + -LY →	easILY
happ(Y)		happILY

Adjectives that end in consonant + -Y change the -Y to I before adding -LY.

Notice the spelling change -LE → -LY:

Adjective		Adverb
simp(LE)	→ + -LY →	simpLY
visib(LE)		visibLY

Adjectives that end in consonant + -LE drop the -LE and add -LY.

PRACTICE

1. Change the adjective to an adverb in -LY.

Helen is a careful speaker.

→ She speaks carefully.

John is a bad writer.

→ He writes badly.

I understood the easy words.

→ I understood the words easily.

Paul is a quick thinker.

I solved the complete problem.

Philip is a rapid player.

Charles is a serious student.

Paul is a slow reader.

He is a clear thinker.

Ann is a beautiful dancer.

2. Change the adjective to an adverb and use it in the answer. Answer using complete sentences.

How do you speak French? *bad*

→ I speak it badly.

How did John eat the cake? *slow*

→ He ate it slowly.

How are you going to study that lesson? *careful*

→ I'm going to study it carefully.

How did Helen speak English? *quick*
 How did Philip memorize the dialogue? *easy*
 How did the teacher teach the lesson? *careful*
 How did John think about the problem? *serious*
 How did Susan tell Ann the news? *slow*
 How does Alice paint pictures? *beautiful*
 How did Edward answer the teacher's question? *completely*
 How does Mr. Hill drive his car? *careful*

STUDY (2)

VERY, TOO, and ENOUGH with adjectives and adverbs:
very beautiful, too high, large enough.

Notice the use of VERY and TOO with adjectives and adverbs:

This picture is **VERY BEAUTIFUL.**

I like it **VERY MUCH.**

But the price is **TOO HIGH.** I cannot buy it.

Helen speaks **VERY RAPIDLY.** I can understand her.

John speaks **TOO RAPIDLY.** I cannot understand him.

Use VERY and TOO *before* adjectives and adverbs.

VERY indicates a large (but not excessive) quantity or degree.

TOO indicates an excessive quantity or degree.

Notice the use of ENOUGH:

This picture is	BEAUTIFUL	ENOUGH.	I like it.
It is	LARGE	ENOUGH	for my room.
I could buy it	EASILY	ENOUGH.	

Use ENOUGH *after* adjectives and adverbs.

ENOUGH indicates "sufficient."

Do not use ENOUGH with MUCH or MANY:

Say:	VERY MUCH, TOO MUCH
	VERY MANY, TOO MANY

PRACTICE

Use VERY, ENOUGH, or TOO in the proper place in the full answer. Answer individually in the affirmative or the negative.

Is the picture expensive? *very*

→ I think it's very expensive.

(→ I don't think it's very expensive.)

Is it small for your room? *too*

→ I think it's too small for my room.

(→ I don't think it's too small for my room.)

Do you like it much? *very*

Can Philip buy it easily? *enough*

How beautiful is it? *very*

Is it interesting? *enough*

Did Helen speak fast? *very*

How fast did John speak? *too*

Could you understand him easily? *very*

Is it cold today? *very*

Do you understand this problem well? *enough*

STUDY (3)

ENOUGH with nouns: *enough money, money enough.*

Notice the use of ENOUGH with nouns:

Do you have

ENOUGH MONEY?

Do you have

MONEY ENOUGH?

Do you have

ENOUGH TIME?

Do you have

TIME ENOUGH?

Yes, I have

ENOUGH.

No, I don't have

ENOUGH.

Use ENOUGH *before* or *after* nouns. Omit the noun when the context makes it clear.

PRACTICE

1. Use the noun with ENOUGH in the full answers. Answer individually.

Why can't Alice buy the painting? *money*

→ Because she doesn't have money enough.

(→ Because she doesn't have enough money.)

Why can't the Hill family have guests? *room*

→ Because they don't have enough room.

(→ Because they don't have room enough.)

Why can't David fix the TV? *time*

Why isn't John going to drive to school? *gasoline*

Why can't Jane buy the watch? *money*

Why didn't Mrs. Martin invite us to dinner? *food*

Why didn't Paul send the letter? *stamps*

Why didn't Mary ask Ann to visit her? *room*

Why isn't Alice writing the letter? *paper*

Why isn't the book interesting? *mystery*

2. Use VERY, TOO, or ENOUGH in the proper place in each sentence.

We visited a beautiful art museum. *very*

We didn't have time to see it all. *enough*

John didn't like many. *too*

Helen doesn't work. *enough*

He used to be interesting. *very*

It's difficult to believe. *too*

I have read stories this month. *enough*

I don't think this painting is interesting. *enough*

We can never do anything carefully. *too*

3. Read the sentences aloud. Use VERY, TOO, or ENOUGH to complete them.

I can't drink this coffee. It's _____ hot.

We can go to California. We have gasoline _____.

We can't take you. We don't have _____ room in the car.

Don't we have enough money for the trip? We have _____.

John can walk. He is _____ strong.

Yes, but he can't walk to California. It's _____ far.

He can't come with us. There isn't _____ room.

He can't buy a train ticket. It's _____ expensive.

He can buy a bus ticket. He has _____ for that.

We'll be in California next week. That is soon _____.

4. Read the sentences aloud. Use VERY, TOO, or ENOUGH in the appropriate blanks.

I like this picture _____ much.

It has _____ color. The story is interesting _____.

The composition is _____ beautiful indeed.

The faces are _____ strong, but not _____ strong.

There is _____ mystery in it to produce a _____ interesting effect.

Aren't you making it _____ complicated?

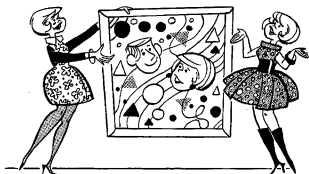
It's complicated _____!

SPEAK

Helen: Have you seen the new painting that Philip bought?

Alice: No, I haven't. Is it nice?

Helen: It's one of those modern paintings. It's interesting enough, but I don't like it.



Alice: Why don't you? I thought that you liked modern paintings.

Helen: I do. But I don't like this one. It's too complicated, and I like simple things.

Alice: Oh, I see. How much did Philip pay for it?

Helen: The price was very low: \$20.

Alice: Were there any other interesting paintings there?

Helen: Yes. There was a beautiful one that I liked very much.

Alice: Why didn't you buy it? Was it too expensive?

Helen: No. I had enough money and I could have bought it easily, but I decided to think about it very carefully.

Alice: Well now that you have thought about it carefully, have you decided to buy it?

Helen: No, I can't buy it now.

Alice: Why can't you?

Helen: Because while I was deciding, somebody else bought it.

READ

Everyone has heard that Picasso is a great painter. There are people who would pay thousands of dollars for any piece

of paper with a line by Picasso on it, for it is very much like buying an autograph. But what is the artistic value of a painting by Picasso? It is difficult enough to say that a picture is very beautiful, very interesting, or very new. It is equally difficult to decide that a painting is done artistically. Often it is very difficult to say why a great painting is great. It is just not enough to say that Picasso painted it since not all of his paintings are considered great. Very much depends on the person who is studying the painting and who may be considering buying it. Some people, for example, do not take modern art seriously; they prefer paintings from the Renaissance or Romantic periods.

But many collectors will pay freely for anything done by a famous person, whether an artist or an author. A letter written by Cervantes or Shakespeare is very interesting. But how can you judge these things easily? Would it have to be an interesting letter? Would it have to be very elegantly written? The answer is that there is no simple way to decide these things. It was written by Cervantes or Shakespeare; that is enough. So if you owned a piece of paper with a simple line drawn by Picasso, or a letter written by Cervantes or Shakespeare, how much would you want for it?

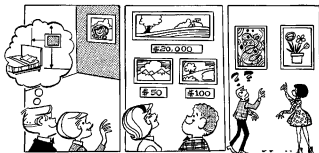
Answer the questions.

1. Who is Picasso?
2. Why would you pay \$1,000 for a painting by Picasso?
3. Why is it very difficult to say that a painting is very beautiful or very interesting?
4. Who would pay a lot of money for a painting by Picasso?
5. Who were Cervantes and Shakespeare?
6. How can you put a price on a letter written by Cervantes or Shakespeare?

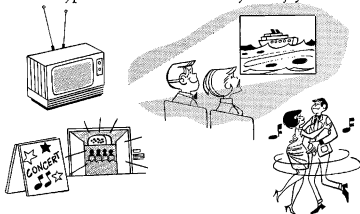
7. How would you study a painting that you wanted to buy?
8. How much would you want for a letter written by Cervantes?
9. What period of painting do you prefer?
10. What is the artistic value of an autograph by Cervantes?

THINK

What do you think the people in each picture are discussing?

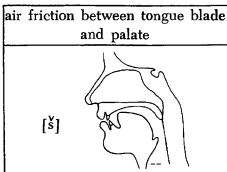
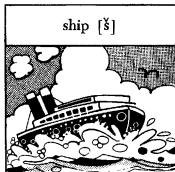


1. What are some modern forms of entertainment?
2. Can you name some other forms of entertainment which could be called modern?
3. What types of entertainment do you enjoy most?

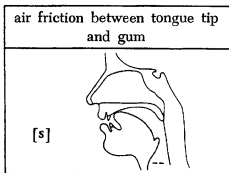
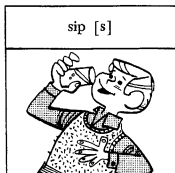


PRONOUNCE

1. Contrast [ʃ] and [s].



ship	sure	combination	wash	shin	fish
shirt	shock	inspiration	short	she	should
show	wish	celebration	shoe	sugar	shell



sip	sin	sound	sun	see	decimal
song	soup	assistant	glass	nice	price
say	bus	receive	sing	so	some

Simple Simon said she should see sheep.

The short scientist sat down slowly on the small seat.

The patient policeman showed the sisters the street sign.

The tourist put his shirts and shoes into the suitcase.

She saw a system that stops small ships.

MEMORIZE: She sells sea shells by the seashore.

2. Distinguish between the sounds. Listen to each pair of words. Write **same** or **different**.

- | | | | |
|--------------|-------|---------------|-------|
| 1. ship/sip | _____ | 6. shin/sin | _____ |
| 2. sin/sin | _____ | 7. see/see | _____ |
| 3. so/show | _____ | 8. sock/shock | _____ |
| 4. she/see | _____ | 9. sell/shell | _____ |
| 5. sell/sell | _____ | 10. sip/sip | _____ |

3. Identify the sounds. Listen to the words. Write **1** for [ʃ] or **2** for [s].

- | | | | |
|----------|-------|-----------|-------|
| 1. sell | _____ | 6. sip | _____ |
| 2. see | _____ | 7. should | _____ |
| 3. short | _____ | 8. sin | _____ |
| 4. show | _____ | 9. so | _____ |
| 5. she | _____ | 10. shin | _____ |

COPY (A)

Choose the word that best completes each sentence.

That actor is very famous. I would love to have his _____.

- | | |
|---------------|------------|
| a. automobile | c. writing |
| b. autograph | d. name |

The _____ has written many books.

- | | |
|-------------|--------------|
| a. salesman | c. secretary |
| b. singer | d. author |

We had to write a _____ about our summer vacation for English class.

- | | |
|-----------|----------------|
| a. book | c. composition |
| b. letter | d. homework |

Art _____ will pay a lot of money for a famous painting.

- | | |
|------------|---------------|
| a. works | c. books |
| b. enemies | d. collectors |

Please sit down on the _____.

- | | |
|---------|----------|
| a. sea | c. sheet |
| b. seat | d. set |

Philip would rather do things than think. He is not a _____.

- | | |
|--------------|--------------|
| a. secretary | c. assistant |
| b. actor | d. thinker |

It is often difficult for the _____ to know what the writer means.

- | | |
|-----------|-----------|
| a. story | c. leader |
| b. author | d. reader |

This dress is expensive. It _____ too much.

- | | |
|----------|-------------|
| a. buys | c. sells |
| b. costs | d. compares |

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

- I will buy the book because the price is _____
enough. patient
- Be _____ when you go across the street. artistic
- That problem must be solved quickly. It demands _____ attention. careful
- John waited in line a long time. He was very _____.
low
- Philip paints beautifully. He is very _____. immediate
- The answer to the problem is not very _____
to me. value
- John is very funny. He is never _____. clear
- The river is very _____. serious
- What is the _____ of that painting? rapid
- Are you a good _____ of artistic works? exaggerate
- Please tell the story as it happened. Don't _____.
depend
- Our actions _____ on our thoughts. effect
- The experiment produced many _____. judge (n)
- Mary enjoys reading _____ stories. mystery

UNDERSTAND

Cervantes

Shakespeare

Renaissance

Romantic

Unit 16



MEMORIZE

David: I think I have to buy a good watch.

John: Why is it necessary that you have a watch?

David: I'm going to be with some businessmen, and I've heard they are very punctual.

John: Do you believe everything you hear? I think that's an untrue generalization.

David: Well, it is important to be on time.

John: I agree with you on that, but it is too easy to generalize that all businessmen are punctual.

David: Well, generalizing is often necessary — although you will always find exceptions.

John: In any case, being punctual for an appointment is sure to be appreciated.

I think I have to buy a good watch.

Why is it necessary that you have a watch?

I'm going to be with some businessmen, and I've heard

they are very punctual.

Do you believe everything you hear? I think that's an untrue generalization.

Well, it is important to be on time.

I agree with you on that, but it is too easy to generalize that all businessmen are punctual.

Well, generalizing is often necessary - although you will always find exceptions.

In any case, being punctual for an appointment is sure to be appreciated.

SUBSTITUTE

1. Why is it necessary that you buy a watch?

he
she
they
David

2. It is said that they are very punctual.

never late.

3. It is important to be on time.

always busy.

to be punctual.

too punctual.

to study.

always on time.

to save money.

to have friends.

4. It is too easy to generalize.

too difficult

necessary

helpful

practical

5. Generalizing is necessary.

Studying

Eating

Sleeping

Smiling

6. Being punctual is sure to be appreciated.

Being nice

Being honest

Helping others

Answering letters

STUDY (1)

IT in subject position for a delayed subject: *It is said that they are very punctual.*

Notice this use of IT in the subject position:

IT is SAID that they are punctual.

IT is EXPECTED that they will be on time.

IT is UNDERSTOOD that they are businessmen.

Use IT to fill the subject position for the delayed subject (*they are punctual*).

Notice the form of the verb in the subordinate sentence following the adjective in the IT sentence:

IT is NECESSARY	that David	BUY	a watch.
IT is URGENT	that he	ARRIVE	on time.
IT is IMPORTANT	that he	BE	on time.

Use the simple form of the verb in the subordinate sentence following the adjective in the IT sentence.

PRACTICE

1. Combine the two sentences. Use IT in the subject position.

Mary was a good student. Somebody says it.

→ It is said that Mary was a good student.

They will buy the house. Somebody believes it.

→ It is believed that they will buy the house.

Sam is an excellent swimmer. Somebody claims it.

→ It is claimed that Sam is an excellent swimmer.

John is a capable person. Somebody says it.

They're going to leave. Somebody expects it.

Columbus discovered America. Somebody believes it.

Susan will marry Edward. Somebody understands it.

He is a good doctor. Somebody says it.
David will study law. Somebody expects it.
The issue is an important one. Somebody believes it.
Her attitude will change. Somebody hopes it.
The situation is urgent. Somebody claims it.
Philip and Charles disagree. Somebody says it.
They agreed about something. Somebody believes it.

2. Combine the two sentences. Use the simple form of the verb in the subordinate sentence.

He must arrive on time. It is important.

→ It is important that he arrive on time.

You must return the book. It is urgent.

→ It is urgent that you return the book.

Jane must understand the question. It is necessary.

→ It is necessary that Jane understand the question.

Susan must get ahead in school. It is necessary.

Ann must call the doctor. It is urgent.

Bill must explain his ideas. It is important.

You must control yourself. It is necessary.

We must attempt to be industrious. It is important.

I must disagree with you. It is necessary.

You must be specific. It is important.

Frank must talk to the teacher. It is urgent.

STUDY (2)

-ING or TO + VERB as subject: *Generalizing is necessary. It is easy to generalize.*

Notice the use and position of the -ING form as the subject:

GENERALIZING	is necessary.
EATING	is necessary.
BEING PUNCTUAL	is appreciated.

The -ING form may be used as the subject of a sentence.

Notice the use of TO + VERB as the delayed subject following an adjective:

IT is important	TO BE ON TIME.	(TO BE ON TIME is important.)
IT is easy	TO GENERALIZE.	
IT is necessary	TO EAT.	

Use the TO form as a delayed subject with IT in the subject position.

PRACTICE

Change the subject to the TO form with IT in the subject position.

Swimming is fun.

→ It is fun to swim.

Dancing is enjoyable.

→ It is enjoyable to dance.

Studying is important.

→ It is important to study.

Being objective is important.

Getting good grades is nice.

Watching TV is enjoyable.

Taking a trip is exciting.

Arguing is disagreeable.

Getting ahead is important.

Driving at night is hazardous.

Listening to good music is very pleasant.

SPEAK



Ann: I think I have to buy a new dress.

Susan: Why is it necessary that you buy a dress?

Ann: I'm going to have an interview with some company, and I heard that they expect you to be well dressed.

Susan: Do you believe every rumor you hear? That's probably an untrue generalization.

Ann: Well, it's important to be well dressed, isn't it?

Susan: Yes, it is. But it is more important that you be neat.
It's too easy to compare neatness with new clothes.

Ann: I guess being neat is more important.

Susan: Of course. But having a new dress would be nice too!

READ

It is often said that the Germans are industrious, the Spanish lively, and the British extremely formal. These are generalizations which are not unfriendly, but they are also not true of every person in these particular cultures. Each person is different from everyone else; each is an individual. So it is dangerous to judge people without first knowing the facts. Since our opinions about people are influenced by such generalizations, we should try to be informed and objective about any person before forming an opinion.

But is there such a thing as an objective generalization? It is possible to say that there is, but we should look into this carefully first. The results of an opinion survey might be considered an objective generalization. An opinion survey is one conducted in order to determine the opinions or general thinking of people about a specific matter. The information is supposed to be objective because a group of typical people are asked to say what they believe. But can we really be sure that everybody else will share the opinions of this "typical" group in exactly the same way? Scientists make the same kind of objective generalizations after conducting carefully controlled experiments. A generalization of this kind is usually called a "hypothesis."

Do you think you can make objective generalizations? Is it easy to make them? Can anyone think without making generalizations?

Answer the questions.

1. What are some generalizations that people make?

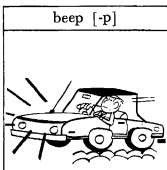
2. How do we judge individuals?
3. How should we judge them?
4. Why should we know the facts before judging a person?
5. What are some objective generalizations?
6. What is an opinion survey?
7. What does an opinion survey determine?
8. Is there such a thing as a "typical" group of people?
9. How do scientists make objective generalizations?
10. What do we call the generalizations that scientists make?

THINK

1. Can you think of some untrue generalizations people have made?
2. Besides scientists, who can make objective generalizations?
3. What things do you think are important to do?
4. What things need doing?

PRONOUNCE

1. Contrast the final consonants [-p], [-t], [-k], [-ç], [-].



beep	heap	cheap	type
soup	lip	map	shop
stop	step	cup	hope

beet [-t]



beet	meat	height	might
date	note	boat	out
suit	met	it	cat

beak [-k]

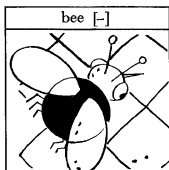


beak	break	make	week
joke	sick	check	back
chalk	cook	shock	talk

beach [-č]



beach	teach	much
match	watch	church
which	each	sandwich



bee	we	tea	boy
high	my	buy	go
blue	who	know	be

You may go.

I see a bee.

Now we know.

Eat the meat.

Put it out.

Write that note.

I like the book.

Look at the lake.

Make a cake.

Stop the tape.

It's a cheap shop.

Sip the cup of soup.

They teach in church.

Watch the beach.

Which is which?

2. Distinguish between the sounds. Listen to each pair of words. Write **same** or **different**.

- | | |
|--------------------|----------------------|
| 1. tie/type _____ | 6. teach/tea _____ |
| 2. soup/soup _____ | 7. week/week _____ |
| 3. date/day _____ | 8. know/note _____ |
| 4. meat/me _____ | 9. height/high _____ |
| 5. make/make _____ | 10. may/make _____ |

3. Identify the final consonant sounds. Listen to each word. Write **1** for [-p], **2** for [-t], **3** for [-k], **4** for [-č], or **none** for [-].

- | | |
|----------------|----------------|
| 1. week _____ | 6. be _____ |
| 2. high _____ | 7. tight _____ |
| 3. lip _____ | 8. black _____ |
| 4. beach _____ | 9. soup _____ |
| 5. tea _____ | 10. Joe _____ |

COPY (A)

Choose the word that best completes each sentence.

It is _____ to eat in order to live.

- | | |
|--------------|-----------------|
| a. popular | c. satisfactory |
| b. necessary | d. possible |

John is always late. He is never _____.

- | | |
|-----------|-------------|
| a. absent | c. slow |
| b. fast | d. punctual |

This is not true. It is _____.

- | | |
|----------|-----------|
| a. false | c. honest |
| b. fair | d. bad |

It is too easy to _____ that all businessmen are punctual.

- | | |
|---------------|---------------|
| a. choose | c. generalize |
| b. exaggerate | d. notice |

This is an _____ to the rule.

- | | |
|---------------|-------------|
| a. exception | c. accident |
| b. experiment | d. example |

Many children do not _____ what their parents do for them.

- | | |
|---------------|----------------|
| a. approve | c. communicate |
| b. appreciate | d. agree |

Mary _____ that she is right.

- | | |
|-------------|-------------|
| a. asks | c. includes |
| b. compares | d. claims |

John is _____ of doing many different things.

- | | |
|------------|------------|
| a. able | c. busy |
| b. capable | d. careful |

Could you please _____ the book that you borrowed from me?

- | | |
|-----------|------------|
| a. lend | c. receive |
| b. return | d. turn |

Did you receive a good _____ on the test?

- a. grade
- b. paper
- c. note
- d. mistake

It is _____ that he's leaving.

- a. roomed
- b. round
- c. ruffled
- d. rumored

When you use facts, you are being _____.

- a. perfect
- b. decided
- c. objective
- d. opinion

COPY (B)

Copy each word in an appropriate sentence in the same group. Change the form of the word if necessary.

What _____ does your father work for? interview

I have a job _____ today. step

_____ is more important than wearing new clothes. culture

You must learn the _____ of the people as well as their language. company

The _____ of the group does not like the idea. neatness

Please _____ this way. majority

Mary's clothes are always very _____. round

A circle is _____. neat

The answer was not very specific. It was too _____. unfriendly

Jane likes to dance, sing, and play tennis.
She is very _____. general

The boy was _____ to us because he didn't like us. lively

Mr. Smith is a _____ teacher. pot

His clothes are not too big. They are too _____. consider

I bought this tie in the _____ across the street. tight

Would you _____ going to the movies instead of the beach? shop

You can cook the soup in the big _____. fair

_____ are my favorite vegetable. judge

John is different from the others. He is an _____. beets

We should not _____ other people until we really know them. checks

He went to the bank to get some _____. heap

There is a big _____ of things to do on my desk. exception

Another word for dangerous is _____. hypothesis

A scientific generalization is a _____. attempt

It's a difficult job, but we will _____ to do it well. hazardous

Susan wants to succeed in her work. She wants to get ____.	situation
Edith is very sick. We must call a doctor because the ____ is urgent.	ahead
You must wear a white shirt and tie to a ____ dinner.	urgent
Robert works very hard. He is an ____ boy.	formal
The way we think about certain things is our ____ toward them.	enjoyable
I liked the concert. It was very ____.	industrious
Your mother is worried. It is ____ that you call her immediately.	attitude
The work of scientists is carefully ____.	disagreeable
Something that you don't like is ____ to you.	controlled
If you form an opinion without knowing all the facts, you're making a ____.	survey
We want to find out what people think about the new school. Let's conduct a ____.	individual
Who started the bad ____ about James?	rumor (n)
John is not like all his friends. He is a (an) ____.	generalization

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